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ABSTRACT

The handbook was developed as part of a 2-year grant which developed a rural transition model for handicapped students. It provides special education personnel with suggested guidelines for transitioning handicapped students into post-secondary employment and independent living environments. Part I provides an introduction to the transitional process and an overview of the handbook. Part II discusses creating opportunities and includes suggestions for developing an employment services orientation, steps in marketing planning, and implementing marketing strategies. Part III identifies steps in the transitional process including evaluating interests and expectations, identifying potential jobs, analyzing student skills, performing a job analysis, gaining access to adult interagency service providers, and developing a training curriculum. Part IV focuses on the Individual Transition Plan (ITP) with information on the notice of the ITP meeting, the ITP form, ITP related services, and potential barriers. Part V is on ensuring success through family involvement, school based vocational preparation, on-the-job training and feedback, and ongoing intersector support. Part VI is on evaluating outcomes through a self-survey and a longitudinal evaluation study. A glossary and references are also provided. Appendixes include a listing of key elements of transition, the release of liability form, the proof of insurance form, and the followup study. (DB)

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HANDBOOK FOR TRANSITION PLANNING AND IMPLEMENTATION

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Preface

While this Handbook was developed primarily for special education personnel, the information will be helpful to school administrators, guidance counselors, agency personnel, employers and parents. The Handbook was developed as part of a two year federal grant and reflects the authors' experiences and practices in a regional service agency providing special education services in rural south central Nebraska. This Handbook is designed to operationalize the rural transition model developed by the grant and to provide special education personnel serving handicapped students with suggested guidelines for transitioning handicapped students into post-secondary employment and independent living environments. There are two companion handbooks that were previously developed for (a) the delivery of vocational services, The Cooperative Vocational Program; and (b) transition planning for the more severely handicapped students, Developmental Training Program: Individual Educational Plan/Individual Transitional Plan. These handbooks are referred to in this document and are available upon request.

PART I: INTRODUCTION AND OVERVIEW

A. The Transition Process

Transition is a word frequently being used by special educators and for the decade ahead will become one of the most important components of the educational process for handicapped students. Generally, transition means the passage or movement from one place to another. Transitions are an essential part of everybody's life, requiring adaptations at various times to new roles, locations and relationships. As a student enters school, a transition is made from childhood to kindergarten. Later transitions are made from elementary to junior high and from junior high to senior high. Transition planning is designed to increase the probability of success in the next environment. Transition planning should occur at all stages of a handicapped student's life. The stage of transition that has recently received the most emphasis is the transition from school to adult living and work.

Transitions as currently conceived should (1) apply to everyone with a disability; (2) represent a longer time span than one year; (3) be outcome oriented such that a successful transition into employment, for

example, results in meaningful wage levels, working conditions, life styles and benefits; (4) be viewed as "bridging services" over a number of years; (5) be based on interagency services; and (6) differ among people. Indeed, some handicapped persons may require no special services (and therefore no systematic transition plans), whereas others may require either time-limited or ongoing services with corresponding systematic Individual Transition Plans (ITPs).

The ITP concept facilitates a person's transition or adaptations to other environments. According to the ITP process, significant others in the person's current and future lifespaces provide meaningful information about environments for which the individual needs to be prepared, and subsequently provides services to enhance a smooth adjustment to new settings. Thus, ITPs are developed for critical life stages according to the following specifications:

- Developed on the basis of a continuously updated person-environmental analysis (abilities of the person compared to environmental expectations).

- Comprehensive, specifying the prepatory experiences needed to function independently and productively in the next environment.
- Precisely stated, containing transition objectives, training-placement activities, and evaluation strategies.
- Include the expertise of professionals who visit and obtain information about the wide range of environments for which the person is being prepared.
- Require direct intervention in a variety of anticipated future environments (e.g. work, living, leisure) because of some individual's difficulties in generalizing skills to a new environment.
- Focus on behavioral skill development, prosthetic usage and environmental modifications that will permit the person to live a more independent, productive and community integrated life.
- Involve parents (or guardians) and personnel from both the sending and receiving programs and agencies.

I. Definition of transition. There are many definitions of transition currently in use. Rather than adopting a specific definition, this Handbook subscribes to several key elements that are essential to the transition process. In the authors' experience, there appears to be 8 key elements found in many definitions of transition which should be considered in establishing a transition process and corresponding procedures. The key elements that define and direct the transition process are as follows:

- The process should be individualized, planned and systematic with specific outcomes in mind.
- Use locally available alternatives.
- Personnel from the school district, multiple disciplines and adult community service delivery systems must participate (for example, senders and receivers participating in an on-going joint IEP/ITP planning process which designs and implements a series of experiences designed to maximize appropriate functioning).
- Parent participation and early involvement is essential.

- Transition planning should begin 4 to 5 years before the student leaves school.
- Transition planning and outcomes should focus on a life-style planning process that includes living arrangements, social skills, leisure activities and employment.
- The importance of the school program as a foundation for successful transition to adult life (for example, a secondary curriculum focusing on a functional life skills, an integrated school environment, and community based service delivery).
- Planning and arranging for adequate resources and a network of services and people to support and maintain employment and independent living as an adult.

2. Transition Philosophy The authors recognize that there are problems and barriers to transition that are unique to rural areas. Therefore, in order to make transition more effective and successful in rural areas a transition philosophy should be adopted which includes:

- Encouraging collaboration between vocational education and special education. Where vocational education programs do not exist, special educators will need to be trained to carry out vocational education programs.
- Developing inservice training for teachers, administrators, parents, and agency personnel.
- Establishing parent information and support groups.
- Training parents and students to access adult service providers.
- Establishing methods for information exchange and joint agency planning at the local level in order to develop ongoing post secondary support services. The goal is to share resources and avoid duplication of services. Roles and services may be restructured within each agency in order to meet jointly defined common transition support goals.
- Emphasis in rural secondary programs on career education, job exploration and job

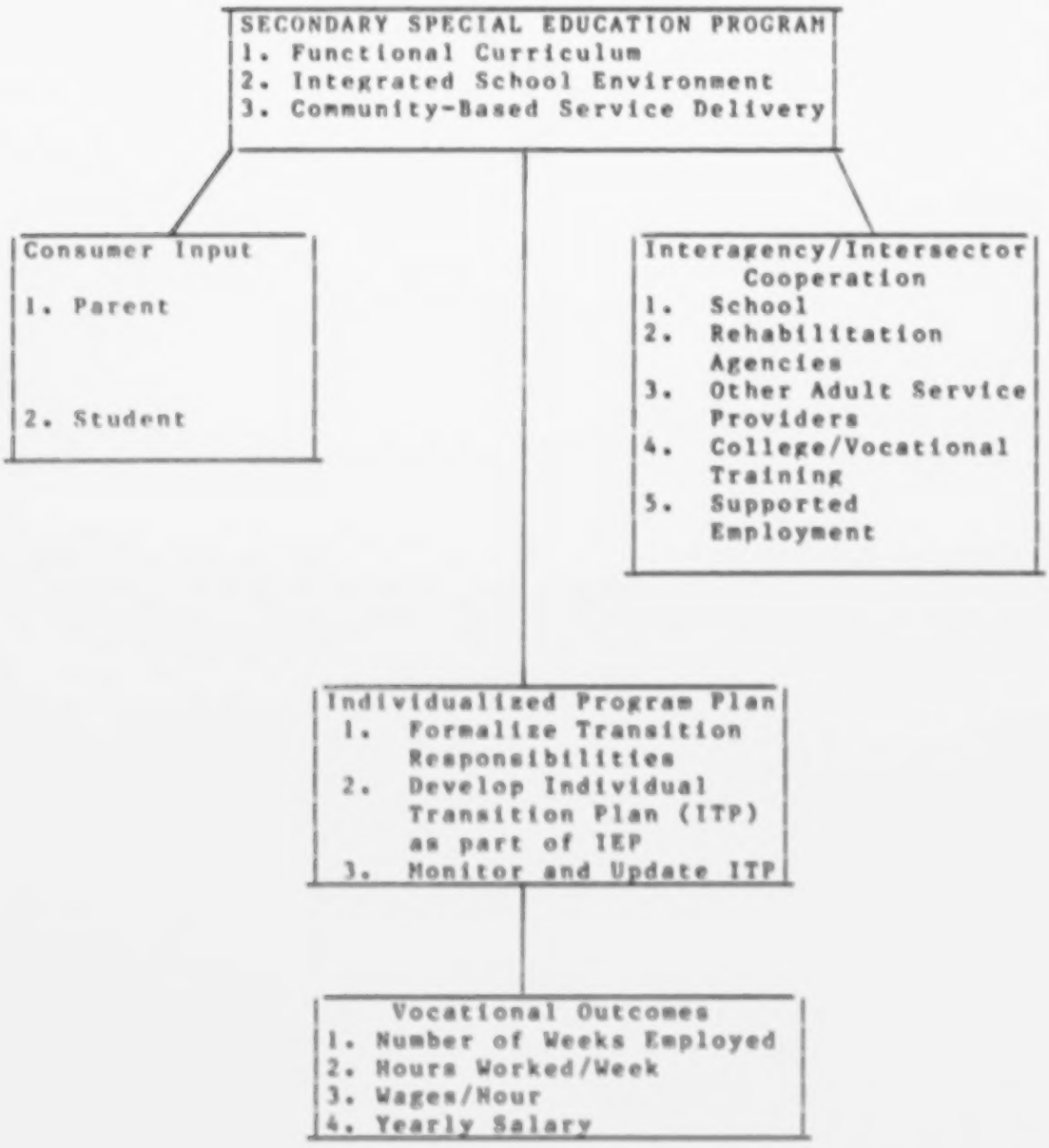
training and requiring a career education component in each student's IEP/ITP.

- Utilizing community-based instruction.
- Implementing job exploration and training in the local community or regional area.

3. Transition Model. The model that was developed through grant support and has been implemented over a two year period reflects the key definitional and philosophical elements just described. This model, is diagramed on the next page. The key elements related to transition that are a part of each component of the model are presented in Appendix A. the model and these components are described more specifically in the Handbook beginning with Part III.

Refer to Appendix A

MODEL FOR SCHOOL-TO-WORK TRANSITION



B. Overview of Handbook

Special education personnel are currently being challenged to develop programs that provide transition to independent living and employment opportunities for students with disabilities. The major purpose of this Handbook is to outline the steps involved in the transition process, and to discuss specific procedures that will allow school personnel to develop both the skills and strategies necessary to implement and maintain post-secondary employment opportunities.

The Handbook is divided into 6 sections that focus on how the transition process can create opportunities to help insure successful employment of students with disabilities. These sections include:

I. Introduction and Overview

II. Creating Opportunities

III. Match to Opportunity: Steps in the Transition Process

IV. Developing and Implementing the Individual Transition

V. Insuring Success

VI. Evaluating Outcomes

The reader will also find current references throughout the Handbook to consult if additional information is either desired or needed and a glossary, self-survey and the appropriate formats that allow the use of this Handbook as a practical field guide for school and agency personnel.

Throughout the Handbook, terms and concepts are introduced with which the reader may be unfamiliar. These include an employment services orientation, marketing plans and strategies, job analysis, public laws and evaluation. These, and the other more familiar concepts discussed, are intricately combined with the new focus and emphasis in [secondary] special education of providing employment opportunities for students with disabilities and ensuring the student's long term employment success.

PART II: CREATING OPPORTUNITIES

A. Focusing on the World of Work

Employment has long been viewed as both a means of economic self-sufficiency and personal identity. The concept of work and the status of work within society have been central to the establishment of a sense of belonging and participation for most adults. Society values and assigns status to employment. This status, combined with the economic gains realized through employment, often serves to define the person's social, interpersonal and residential environments.

From an economic perspective, measures such as unemployment rates and level of productivity are used to reflect a society's health. These measures of economic well-being serve to reinforce further the importance of work as a desirable and acceptable activity. However, for a large segment of our population, this is not the case. The U.S. Commission on Civil Rights (1983) reported that the unemployment rate for persons with disabilities was between 50 and 75 percent. Recent surveys of graduates from secondary special education programs confirm the finding that these graduates are inadequately prepared for

employment (McDonnel & Hardman, 1985), have high unemployment rates (Wehman, Kregel & Seyfarth, 1985), are paid less than their handicapped colleagues (Hasazi, Gordon & Rae, 1985) and are restricted to unskilled labor or service related occupations (Schalock, Wolzen, Ross, Elliott, Werbel & Peterson, 1986). It is of interest to note that recent longitudinal data collected by the authors indicate that mildly handicapped students are more likely to be employed following graduation. However, there is a risk that the jobs may be "dead-end", (e.g., requiring low skills) without post-secondary training. Therefore, while the eventual goal is employment for all students, it is important to transition handicapped students to post-secondary training (when appropriate) as part of an eventual employment goal.

Recent federal and state initiatives and legislation are directed at remediating the poor post-graduation employment histories of moderately to severely handicapped special education graduates. The best known example of the federal-state initiatives directed at moderately to severely handicapped students is supported employment, which is now a permanent part of the Developmental Disabilities Act of 1986 and the

Rehabilitation Act Amendments of 1986. These amendments define supported employment as:

> ...competitive work in integrated settings... for individuals for whom competitive employment has not traditionally occurred... services available [but not limited to] provision of job trainers, on the job training, systematic training, job development and follow-up services (p. 8911, October 2, 1986).

These laws, which are summarized in Table 1, provide for the allocation of funds for supported employment activity and for the impetus to begin

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Refer to Table 1

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implementing industry-based employment programs. Thus, because of the supported employment movement, schools are beginning to focus on transitioning moderately to severely handicapped students into paid employment settings, with the following corresponding emphases:

- Emphasis on people with severe disability who cannot hold employment without ongoing support.
- Integration with non-handicapped co-workers.

Table 1- Laws Related to Supported Employment

Transition of Youth with Disabilities Priority - Office of Special Education and Rehabilitative Services: U.S. Department of Education

.Establishes transition from school to working life for all individuals with disabilities as a national priority

. Maintains that the outcome of education and transition is sustained employment through an array of services:

high school foundation offering an integrated, community-based, functional curriculum

coordinated efforts among school and adult service providers to assure a smooth transition

combination of work options with the support necessary for employment retention

Developmental Disabilities Act of 1986 (P.L. 99-457)

.Adds "employment related" activities as a new priority service to administering agency of developmental disabilities funds. This area will be a mandated priority by fiscal year 1987

.Drops non-vocational social developmental services as a priority service

.Provides $10,000 supplement to UAFs for activities related to raising puubic awareness of employment for persons with development disabilities

Rehabilitation Act of 1973 (P.L. 93-112)

.Sets priority of services to persons with severe handicaps

Education of the Handicapped Act Amendments of 1983 (P.L., 98-199) Section 626

.Provides for secondary education and transition services for handicapped youth ages 12--22

.Authorizes funding for research, training and demonstration in the following areas:

development of strategies and techniques for transition to independent living

establishment of demonstration models emphasizing vocational, transitional, and job placement services

provision of demographhic studies on numbers and types of handicapping conditions of students and services required

initiation of collaborative models between education agencies and adult service agencies

development of procedures for evaluation of programs in the area of transition

Carl D. Perkins Vocation Education Act of 1984 (P.L. 98-524)

.Maintains that 10 percent of States's formula grant allotment under Part A be used to provide vocational education to handicapped individuals, as additional cost over regular vocational education expenditures

.Mandates that every student with disabilities and his/her parents be informed of vocation education opportunities available in school one year before vocational education services are provided in school or by ninth grade

.Assures that students with disabilities have equal access to services through vocational education when appropriate, as indicated in the I.E.P.

Supported Employment Initiative Office of Special Education and Rehabilitative Services; U.S. Department of Education

.Defines supported employment

.Provides funding to assist in converting traditional day activity programs to alternative supported employment methods

Social Security Act: 1619a and 1619b

.1619a authorizes cash benefits to be paid to working social security beneficiaries as long as their earnings are below the federal breakeven point

.1619b authorizes the continuation of Medicaid coverage to social security recipients with earnings exceeding the breakeven point if recipients continue to qualify for benefits

.allows for a 15-month reentitlement period following the 9-month trial period for SSI and SSDI beneficiaries if recipient loses a job due to his/her disability

Employment Initiative-Administration on Developmental Disabilities, U.S. Department of Health and Human Service; Office of Human Development Services

.Establishes employment of persons with developmental disabilities as a funding priority

.Supports the concept of the private sector as the primary source of competitive jobs for persons with developmental disabilities

.Provides for a national public awareness campaign to businesses to increase interest in employing persons with developmental disabilities

- Permanent ongoing or intermittent support through the duration of employment.
- Real pay for real work -- not work experience or volunteer work.
- Tangible outcomes.

Obviously, this movement towards employment for special education graduates has had a great impact upon school systems. But they are not expected to do it by themselves; rather, the successful transition to [supported] employment requires formal cooperation from other agencies, industry, parents, school personnel and the disabled student. This comprehensive process is diagrammed in Figure 1, which shows that transitioning young adults into meaningful, paid employment and

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Refer to Figure 1

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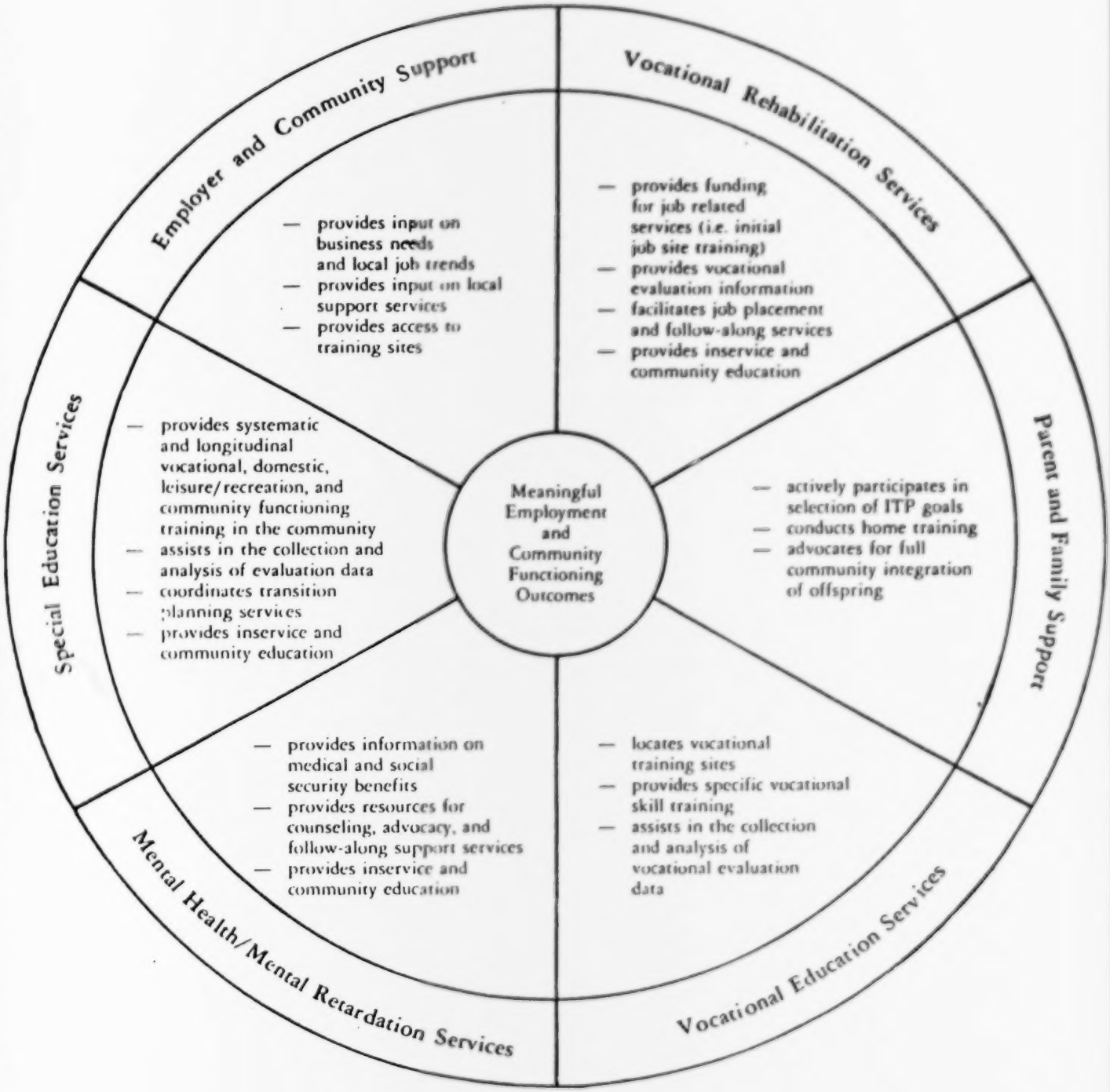
successful community functioning, requires the concerted efforts of a number of persons and programs including special education, industry, vocational education/rehabilitation, parents, and mental health/retardation services. The figure is adapted from "Project Transition Into Employment"

Figure 1.

Defining Roles and Responsibilities For Transition Service Delivery


Employer and Community Support
— provides input on business needs and local job trends
— provides input on local support services
— provides access to training sites
Vocational Rehabilitation Services
— provides funding for job related services (i.e. initial job site training)
— provides vocational evaluation information
— facilitates job placement and follow-along services
— provides inservice and community education
Parent and Family Support
— actively participates in selection of ITP goals
— conducts home training
— advocates for full community integration of offspring
Vocational Education Services
— locates vocational training sites
— provides specific vocational skill training
— assists in the collection and analysis of vocational evaluation data
Mental Health/Mental Retardation Services
— provides information on medical and social security benefits
— provides resources for counseling, advocacy, and follow-along support services
— provides inservice and community education
Special Education Services
— provides systematic and longitudinal vocational, domestic, leisure/recreation, and community functioning training in the community
— assists in the collection and analysis of evaluation data
— coordinates transition planning services
— provides inservice and community education
Meaningful Employment and Community Functioning Outcomes

(Rehabilitation Research and Training Center, Virginia Commonwealth University). Each of these components are an integral part of the transition model described in this transition Handbook.

The remainder of this section focuses upon implementing a marketing strategy to obtain employment opportunities for students with disabilities. The authors would caution the reader that implementing marketing strategies does require acquiring skills that have not traditionally been a part of [special education] teacher education. Additionally, moving from the "traditional" vocational education to the proposed approach, a comparison of which is reflected in Figure 2, will require extensive reorientation and training.

Refer to Figure 2

B. Developing An Employment Services Orientation

The above diagram indicates that creating job opportunities and insuring employment success involves more than placement activities; rather, it requires the

Figure 2
Comparison of Traditional and Proposed Approaches

Traditional Approach as Characterized By:	Proposed Approach as Characterized By:
Prevocational behavioral skill assessment Job Sample assessment	Person/Environment match (abilities of person compared to environmental expectations)
Prevocational Skill Training and Limited on-site Training	On-site community based training, assistance and support for as long as required Analysis of on-the-job requirements Prosthetic development Environmental modification design and development
Job placement into jobs available in the community	Identification of job interests On-site experience and visitations Job-site development to match areas of job interest Career Development Assistance
Limited follow-up	Support and assistance provided to handicapped student and employer
Job failure attributed to the person with disability	Job failure considered the result of inadequate or ineffective match or support

conversion of a system. The conversion involves a number of aspects, as will be described, but most importantly, it involves moving from reliance on preplacement "get ready" activites to emphasizing on-going job training in community jobs.

Developing an employment services orientation requires a significant change in philosophy, policy and practice for most school districts. This change begins with accepting some basic customer related premises:

- The customer (handicapped student, employer) is the most important person.
- The customer (handicapped student, employer) is the stimulus for every decision or action.
- Employment services (school and agency vocational training and placement services) function as a brokerage bringing together an employee (handicapped student) and employer who need each other.
- Employment services is a business providing services to an employee (handicapped student) and an employer (customer).

- Employment services is in business to provide opportunities to help customers (handicapped students, employers) get what they want.

The beauty of customer-oriented marketing is that the plan of action each "company" (that is, school program) develops is as individual as each customer it encounters. Creative marketing planning is both challenging and fun. The development of an employment services orientation depends on the needs of the customers. When student needs are matched with what employers want, the school program will be assured of success and many satisfied customers (handicapped students, employers).

The implications of developing an employment services orientation are:

- The emphasis needs to be on creating viable employment opportunities for handicapped students rather than fitting them into the existing employment structure (for example, jobs available).

- The focus should be on the employer and delivering what the employer wants or needs when placing a student.
- The emphasis should be on the process and methods as outlined in Table 2. These are critical steps in an employment services orientation.

Refer to Table 2

C. Steps in Marketing Planning

The authors are aware that marketing is a highly complex process that cannot be adequately covered in this Handbook. In this and subsequent sections of the Handbook, the authors summarize briefly some basic marketing concepts and provide references for additional reading. In order to become more familiar with marketing concepts, the following pertinent references are offered:

Drucker, P.F. (1973). Management: Tasks, responsibilities, practices. New York: Harper & Row Publishers.

Hopkins, T. (1982). How to master the art of selling. New York: Warner Books.

Table 2

Critical Steps In An Employment Services Orientation[a]

Process	Methods for School/Agency Personnel
Focus on Assessing Individual Job Interests; Job Visitations	Creative thinking sessions to generate job opportunities, provide on-the-job experiences,
Target a Job Opportunity which Matches Job Interests	ITP Team planning, developing a tactical plan to target job opportunities, qualify leads
Locate Targeted Job Opportunity	Resource/Vocational teacher or agency representative contacts employer(s) as per ITP plan
Match Person to Job Analysis	Resource/Vocational teacher or agency representative use important mismatches to design a better "FIT" between person and environment Do job analysis Determine training objectives, prosthetics and modification
Provide On-Site Training Assistance and Support to employer and student	Set up quality circle (transitioning group composed of employer and school/agency personnel) to insure job success in training and working with the customer (handicapped student)
Fade Only When Student is Successfully Placed on the Job	Use quality circle to evaluate success on job Use training data and compare perceptions before withdrawing from a site Determine follow-up needs
Measure Success of Program	Number of job sites Number of successful job placements
Measure Success for Employees	Increased wages Increased hours Increased benefits Increased integration Improved quality of life

[a] Adapted from Johnsen, Schik, Koehler & Schalock (1987).

McLoughlin, C.S., Garver, I.B. & Callahan, M. (1987). Getting employed, staying employed. Baltimore: Paul H. Brooks Publishing Co.

Vizza, R.F., Chambers, T.E. & Cook, E. I. (1967). Adoption of the marketing concept: Fact or fiction. New York: Sales Executive Club, Inc.

The four basic steps of marketing planning include: research, planning, implementation, and control. These steps are outlined in Table 3. Each of these steps outlined under the business orientation

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Refer to Table 3

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are described in considerable detail in the manual entitled, Customer-Oriented Employment Services: A Field Guide by Johnsen et el (1987). The steps outlined under the education orientation provide procedural implications for school/agency personnel.

D. Implementing Marketing Strategies

Opportunity development has traditionally been one of the barriers preventing students with disabilities from entering the work force. Employer attitudes and economic conditions are often excuses given for lack of

Table 3

Four Critical Steps Involved In Marketing Planning

From a Business Orientation	From an Educational Orientation Moving Towards a Business Orientation
I. Research	I. Research
A. Research the needs of prospective customers including those of persons with disabilities, their families and employers	A. Determine the employment needs of handicapped students
B. Analyze current employment service options used by the agency	B. Determine job availability
C. Analyze the product produced	C. Evaluate moving towards a business orientation in reference to the services that you can provide related to job placement and follow-up
D. Analyze pricing policies	
E. Research promotion activities	
F. Research the competition	
G. Analyze economic trends and labor markets in the area	
II. Plan	II. Plan
A. Find groups of customers with similar needs	A. Match students who have expessed particular job interests with employers who you have surveyed regarding their employment needs.
B. Aggregate or cluster customers with similar needs into target markets or market segments	B. Develop a sequential plan outlining the steps involved in student preparation, placement and follow-up.
C. Identify marketing mix considerations	
D. Develop marketing mixes to meet target market needs	
E. Complete the strategic plan	
F. Complete the tactical plan	
G. Develop the marketing program	

Table 3 (continued)

III. Implement

A. Set sales objectives

B. Set timelines

C. Assign responsible persons

IV. Monitor and Evaluate

A. Update plans

B. Use quality circle approach

C. Measure and reward adherence to strategic and tactical plans

D. Measure and reward outcomes

E. Measure customer satisfaction through active listening

III. Implement

A. Project number of students that can be placed per year and align placement and follow-up needs with available staff

B. Begin placing students according to the results of research and planning

IV. Monitor and Evaluate

A. Monitor student placement success and continue job support if necessary

B. Measure the outcomes from the job placement including salary, wages and benefits

C. Maintain an active dialogue with the employer or supervisor to insure their satisfaction with the job placement

D. Measure and reward outcomes

E. Measure customer satisfaction through active listening

job placement activity. Job placement in recent years has tended to follow a process of surveying all businesses, finding businesses with openings and asking whether a person with disabilities might fit the job. The result has often been a lack of concern by education and rehabilitation professionals to help people find jobs they are really interested in. Placement into janitorial or dishwashing jobs, which are the positions most readily available.

In order for persons with disabilities to enter the work force in meaningful ways, the technology of opportunity development must also evolve from a prevocational to a job placement approach. Rather than pretraining a work force and asking the placement person to get a job, the proposed approach focuses upon obtaining the job and providing training and support on the job. This section of the Handbook focuses on the pivotal role of creating employment opportunities. The section is divided into seven subsections including: (1) dispelling some of the myths about hiring employees with special needs; (2) increasing the incentives to employers and the potential employee; (3) advertising; (4) publicity; (5) promotional activities; (6) public relations; and (7) the personal selling process.

1. Dispelling myths. There are a number of myths about hiring persons with disabilities. The authors have summarized a number of these myths in Table 4, along with the appropriate facts related to

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Refer to Table 4

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each myth. Many of the myths are believed by employers and thus need to be dispelled during the initial contact.

Implications for School/Agency Personnel:

Resource/vocational teaching staff or agency personnel should utilize these myths as a format for inservicing employers when trying to create job opportunities and "selling" employers on job exploration, training, and employment of students with disabilities.

2. Increasing incentives. There are a number of current programs that offer training cost reimbursement or financial incentives for hiring persons with disabilities. The major ones are summarized in Table 5. Additionally, there have recently been major

Table 4

Common Myths (And Facts) About Hiring Persons With Developmental Disabilities [a]

Myth -	The cost of hiring and accomomdating persons with disabilities would exceed any possible economic benefit.
Fact -	Gainfully employed individuals, handicapped or otherwise, contribute approximately 6-10 percent of their total income to Federal, state and local governments in taxes. This contributes to revenue of the government. Federal and state governments save money by reducing the number of persons with special needs dependent on State Supplemental Income and Social Security Disability Income benefits.
Myth -	Providing job-site access, accomodation and/or modification will be quite costly.
Fact -	The findings of a recent research study showed that 51 percent of the accomodations made were cost free: 30 percent of the accomodations cost less that $500; and only 8 percent cost over $2,000
Myth -	Insurance rates and Workers' Compensation rates will increase after hiring persons with disabilities.
Fact -	Of businesses hiring people with disabilities, 90 percent reported that insurance rates did not increase after hiring employees with disabilities. Both insurance and workers' compensation rates are based on the employer's previous record; a new employee, disabled or not, will not affect the previous record.
Myth -	Handicapped workers will be more likely to be injured on the job, and will affect the safety of other employees.
Fact -	In safety records, 96 percent of employees with disabilities were rated average or above average; this is higher than the non-impaired employees' rating of 92 percent average or above.

Table 4 Continued

Myth - Disabled workers will be less productive and less able to perform the job than non-disabled workers.

Fact - Job performance ratings for disabled workers are comparable to that of non-disabled workers: 9-92 percent of disabled workers and 91 percent of non-disabled workers were rated average or above in job performance.

Myth - Attendance rates and job retention rates will be poorer for disabled employees than non-disabled employees.

Fact - The rating for job attendance for employees with handicaps ranged from 85-95 percent as average or above average, compared to 90 percent for non-handicapped employees. In addition, job turnover rates for employees with disabilities are the same or lower than the turnover rate for non-disabled workers.

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[a] Adapted from Johnsen et al (1987).

changes in the Social Security (SSI/SSDI) programs that can reduce the previously experienced disincentives to employment. A summary of these current changes is found in Table 6.

Refer to Tables 5 and 6

Implications for School/Agency Personnnel:

School/agency personnel should utilize the information presented in Tables 5 and 6 as part of an overall transition plan to inservice employers, students, and parents on available incentives when they participate in the employment of students with disabilities.

3. Advertising Many people use the terms "promotion" and "advertising" simultaneously, while in fact advertising is just one of several techniques used to promote a product. Advertising involves creating a message and paying to have it communicated. Advertising can be done through paid newspaper or magazine ads, radio and television spots. Businesses are often asked to help sponsor an event for the

Table 5

Current Programs Offering Training Cost Reimbursement
Or Incentives For Hiring Persons With Disabilities

Association For Retarded Citizen (ARC) On-The-Job Training

The Association for Retarded Citizens of the United States provides funding for on-the-job training (ARC-OJT) for persons with mental retardation. The ARC-OJT Project reimburses an employer one-half (50 percent) of the entry-level wages for the first 160 hours of employment (four weeks of full-time work), and reimburse one-quarter (25 percent) of entry-level wages for the second 160 hours (four weeks of full-time employment). This program is open to all employers except federal agencies, apparel manufactures, sheltered workshops, religious-affiliated schools or agencies and seasonal employers.

To be eligible for ARC-OJT, the employee must be mentally retarded with a measured I.Q. of 80 or below; be at least 16 years old; and be unemployed for at least seven consecutive days, officially enrolled in school, or be working part-time but seeking full-time gainful employment.

* Contact: Michael Stumbaugh, National Director, OJT Project, Association for Retarded Citizens, 2501 Avenue J, Arlington, TX 76006, (817) 640-0204, or contact your local ARC office.

Job Training Partnership Act (JTPA)

There may be up to 50 percent reimbursement of trainee wages covering the length of the training. Rates are negotiable and determined in part by type of job. They are available for both private and public sector jobs.

They must be at least 16 years of age and face a barrier to employment. Employers must sign training contracts prior to the start of training and consider adults for permanent full-time positions after training is successfully completed. They must also submit monthly reimbursement invoices.

* Contact: State Department of Labor or State JTPA Coordinator

Projects With Industry

Projects With Industry (PWI) is funded by grants administered by the Rehabilitation Services Administration, U.S. Department of Education. PWI provides assistance for industry and local rehabilitation agencies working together to train disabled people for employment. PWI includes: skill training and employment in the competitive market, support services, expansion of job opportunities through modification and accomodation, and some placement referral services.

Contact: Arthur Cox, Project Director, Projects With Industry, Rehabilitation Services Administration, United States Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20201, (202)732-1333.

Targeted Job Tax Credit (TJTC)

The TJTC is a program where employers earn income tax credit by hiring persons in specified target categories. Persons with certain disabilities are included in the target population. Individuals must have a certificate of eligibility from the State Department of Vocational Rehabilitation which documents that they are disabled and covered by TJTC; such certification must be presented to the employer for that employer to receive the tax credit. State employment security agencies, local Private Industry Councils and the Department of Mental Retardation/Developmental Disabilities can also refer individuals to employers for Targeted Job Tax Credits.

Public schools may certify students under the age of 19 who qualify for TJTC. This documentation must also be presented to the employer. In addition, economically disadvantaged youth who are participants in an approved cooperative education program or who are summer employees only may qualify for TJTC.

Income tax credits received may total up to $3,000 per employee for the first year of employment and up to $1,500 per employee for the second year. The actual amount of tax credit received will vary depending on the total number of eligible employees and the businesses' gross income.

Table 5 (continued)

The more TJTC employees hired, the greater the tax credit. The length of the tax credit is 24 months. The "Internal Revenue Service Form 5884--Jobs Credit" is filed with the employer's income tax return; this form covers all TJTC-eligible employees.

* Contact: National Alliance of Business, 1015 15th St., N.W., Washington, D.C., 20005, (202) 457-0040.

Higher Education and the Handicapped (HEATH), One Dupont Circle, N.W., Washington, D.C. 20036-1193, toll-free-54-HEATH.

Also contact your local Private Industry Council, Employment Service, or State Department for Vocational Rehabilitation.

Vocational Rehabilitation On-The-Job Training

The Vocational Rehabilitation On-The-Job Training (OJT) is a joint program between Vocational Rehabilitation and an employer. The employer and Vocational Rehabilitation contract to share payment of wages for a period of time considered on-the-job training for an employee with a disability. The potential employee must be certified by a vocational rehabilitation counselor.

Vocational Rehabilitation may pay up to 50 percent of the first month's wages, and 25 percent for the second month of the training period. Alternative individual training agreements can be negotiated.

* Contact: Your local vocational rehabilitation counselors.

Table 4

Recently Enacted Employee Incentives

Coordination of SSI/SSDI Benefits

Under Public Law 98-460, certain persons can be gainfully employed and continue to receive either State Supplemental Income or Social Security Disability Income, or a combination of benefits, including medical benefits.

An individual earning up to a certain wage per month (the amount varies from state to state) can continue to receive some SSDI/SSI payments and full medical benefits and inhome support benefits, provided the person: 1) continues to be disabled; 2) otherwise meets all SSDI/SSI income and assets limits; and 3) does not earn over that state's specified maximum gross income per month.

An individual earning over a certain amount per month (again, this varies from state to state) may continue to receive medical benefits and inhome support services (even though SSDI/SSI payments may be discontinued due to the high wage) if: 1) the person continues to be disabled; 2) the person continues to meet all SSDI/SSI income and assets limits; 3) the individual would be unable to continue working if medical benefits were discontinued; and 4) the individual can show that current wages do not equal the lost value of medical and SSDI/SSI benefits.

- Contact: Your local Social Security Administration Office, and state or local Department of Vocational Rehabilitation for information specific to your state.

Extended Period of Eligibility (for SSI benefits)

When a person with a disability is first employed, the beginning months of employment and training are considered a trial work period. Under PL 98-460, Sections 1619(a) and (b), the trial work period was extended to fifteen consecutive months. If an individual's income drops below the minimum specified in the state in any month of the Extended Period of Eligibility or first fifteen months of employment, that person is automatically eligible for SSI payments without having to reapply for cash benefits.

The minimum and maximum amounts earned vary from state to state.

- Contact: Your local Social Security Administration Office.

Plan For Achieving Self-Support

The Plan for Achieving Self-Support (PASS) is a program which allows an individual to continue to be eligible for SSI/SSDI and Medicaid benefits, while earning and accumulating income which would, without PASS, prevent that person from being eligible for the benefits. PASS is an individualized plan, approved by a local Social Security Administration Office.

The individual is allowed to save earnings toward a specific work-related goal such as tuition for additional training or education; purchase of equipment related to work, such as a computer, special wheelchair, adapted mechanical tools; part of the individual's income; this reduces the total income and so the individual remains eligible for SSI/SSDI benefits.

* Contact: Your local Social Security Administration Office for specific details and to develop and approve your written PASS.

Tax Deductions for Persons With Disabilities

Income tax deductions are allowed for payment for certain materials and services that are necessary for maintaining the health, independent living, and employment of a person with a disability. Medical services are valid deductions, as are assistive devices such as a wheelchair. In some cases, specialized training for employment may be a tax deduction.

* Contact: Your local Internal Revenue Service; or contact Office of the Counsel General, Internal Revenue Service, 1111 Constitution Avenue, N.W., Room 4320, Washington, D.C. 20224, (202) 366-4473

Federal Support Booklet

The Clearinghouse on the Handicapped, Department of Education, has published a booklet which outlines federally-funded programs and federal support. A Pocket Guide to Federal Help for the Disabled Person is available free of charge.

* Contact: Clearinghouse on the Handicapped, Department of Education, Office of Special Education and Rehabilitative Services, Room 3231, Switzer Building, 330 C Street, S.W., Washington, D.C. 20202.

advertising value of it. It is important to identify the target market prior to advertising. The advertisement must contain a clear message designed to reach the group of customers desired. Once the target market and message have been determined, the best media for reaching the market can be determined. Most media have demographic information regarding who subscribes or listens to their advertising. Prior to advertising, it is important to determine the objective of the ad and the cost/benefit of the advertisement.

Implications for School/Agency Personnel:

a. Identify the target audience such as potential employers who can offer a wide variety of job training opportunities within the community.

b. Create a budget line item for advertising/promotional activities.

c. Identify those staff members with the necessary communication skills in order to sell the product (for example, employment of handicapped students). Skills should include appropriate dress, knowledge of the potential businesses, ability to verbally communicate with employers.

d. Design a well-planned advertising campaign containing the following elements: endorsement by the school board and school administration, listing of potential employers, letters of introduction, brochure explaining the program, short slide tape presentation, list of contact people who will "open the doors" with other employers.

e. Design an action plan for implementation of advertising including: which employers to contact with letters of introduction, where to distribute brochures, where to show slide tape presentations, possible newspaper articles and/or radio and television programs.

4. Publicity. Publicity is free exposure which can be arranged for a product. Newspaper, magazines, radio and television are interested in covering new developments. Some examples of publicity opportunities include: coverage of a new employment program, a particularly successful employee, an award, a visit to the program by other professionals or VIPs, public service announcements and open houses. The opportunities for getting publicity are endless.

Taking advantage of these opportunities requires planning and developing good relationships with reporters. It is important that publicity consists of clear and concise messages aimed at reaching the needs of a target market.

Implications for School/agency Personnel:

a. Develop a slide tape explaining the job training program. Arrange to show the slide tape at service club meetings, chamber of commerce, etc.

b. Develop a clear concise written description of the job training program goals and expected outcomes. Keep a record of "success stories". Contact local reporters for newspaper coverage.

c. Develop an intersector newsletter that can be shared between school, agencies, parents, and employers.

d. Host employer "thank you" and "awards" breakfasts with accompanying newspaper coverage.

5. Promotional activities. Promotions are designed to get customers to try the product.

Campaigns offer special incentives for trying a product. These incentives may include things like reduced price, contests, free giveaways, and free or reduced price memberships. An example of a promotional activity in conjunction with vocational rehabilitation is on-the-job evaluations (OJE), where vocational rehabilitation funds for 64 hours of employment are a form of promotion. The OJE is a trial offer to employers and employees to try a product or service without committing to it on a long-term basis. The OJE makes it easy for a customer to experience the product and can be very effective as a selling tool.

6. Public relations. Public relations involves promotional activities to improve the image and increase the awareness of a company and its products. Public relations is often done on a limited basis by human service agencies. The messages and activities of the past have often been ineffective due to the lack of a clear, concise message that was developed to reach a specific target market such as employers. Clear messages are critical to public relations. Employment services (school and agency vocational training and placement services) must be perceived as a viable part of the business community rather than as separate

educational or human service agencies in order for employment to be successful.

Public relations planning involves several key steps that are identified in Table 7. Public relations activities can enhance the receptivity of various

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Refer to Table 7

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target markets to products. They can make the job of selling easier. Public relations efforts must be planned carefully and implemented to achieve the desired measurable results. Different techniques will be necessary to reach each target market.

7. The personal selling process. The use of personal selling is an effective part of one's marketing strategies. Table 8 gives an overview of the

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Refer to Table 8

Table 7

Public Relations Planning Guidelines
Regarding Your Vocational Program

1. Research the current perceived image of your vocational program. Identify the groups or audiences which will be influenced by public relations. Find out their perceptions and awareness of your program. Surveys can be developed to sample the perceptions of various groups. In addition to written surveys, interactive methods of surveying audiences should be used.

2. Analyze research and use a team approach to developing a statement of the image you wish to project. Team members should be involved in understanding the current image and in developing your image. The image can relate to products or intangibles. Examples of images you may wish to project include: innovative, the leader of the field, employer oriented, have working, listener a deliver of results.

3. Develop a campaign plan which sells the image to each relevant audience. Once the image the company desires is determined, a campaign for communicating the message to each target market or audience must be developed. Campaigns often include slogans or concise statements of messages. They incorporate the use of public relations, publicity, advertising, participation in community events, and personal selling where needed. The techniques used to reach each target market may be different. Opportunities for public relations can be built into regular activities. Each team member must understand their role and responsibilities in carrying the message of the campaign to the public it works with. Care must be taken not to give conflicting messages by words or actions. The message should be as simple as possible. A common pitfall of human service public relations is to give more information that can easily be assimilated of than is needed. The simple, clear message must be clearly communicated and reinforced over and over again.

4. Implement the campaign plan. The team leader is responsible to encourage teamwork in implementing the public relations plan. The plan may need to be revised periodically to improve results and take advantage of opportunities which arise. The team leader must clarify roles and responsibilities on an on-going basis and keep team members on task. The team should reinforce the work of team

Table 7 (continued)

members and the leader should insure the messages communicated are precisely those agreed upon.

5. Measure the results. Goals must be written in measurable terms. Measures may include the percent of the specific target market reached and surveys measuring the perceived image.

Table 8

The Personal Selling Process

1. Prospect For Leads - Make contacts which may provide job placement opportunities. Develop a network of persons who can help provide leads, referrals or qualify leads.

2. Use Student's Individual Job Interests To Develop Potential Employer Contacts - Participate in creative thinking sessions to develop ideas in areas of interest, types of business to be contacted in area of interest. Rank order businesses to be contacted.

3. Qualify Leads - Gather information to rank order leads from best to worst.

4. Preplan Sales Calls - Use a preplanning form. Include information gathered during the initial contact. Also plan anticipated objections and methods for overcoming them, e.g., dispelling myths, creating incentives.

5. Phone Or Make An Appointment - Get your foot in the door.

6. Make Contact - Visit with the employer personally. Stress:

   A. Goals and objectives of job training program

   B. Dispelling myths and the need for acceptance of handicapped worker

   C. Describing the Benefits of the Job Placement to the Employer (value of handicapped worker)

   D. Handling Objections

   E. Using Sales Aides (charts, graphics, brochures)

   F. Close the Call

7. Record The Employer Contact

   A. Date, time and person contacted

   B. Objections stated by employer or coworkers

Table 8 (continued)

C. Objections handled by trainer or other staff person

D. Complaints stated by employer or coworkers

E. Complaints handled by trainer or other staff person

F. Next Selling Step

G. When Next Call Schedule

H. Any pertinent information from contact discussions

8. Close The Sale - Set up date to start the worksite.

9. Follow-Up To Insure Success - Meet with employer and prospective employee. Document contacts. Use a quality circle approach to plan job support tactics and to insure job-site product quality.

personal selling sequence. Specific details regarding each of these can be found in Johnsen et al. (1987).

In summary, this section of the Handbook has suggested a number of ways to create employment opportunities for students with disabilities. The seven specific opportunity-creating techniques that have been discussed included dispelling some of the myths about hiring employees with special needs, increasing the incentives to employers for potential employees, advertising, publicity, promoting your product, public relations and personal selling.

However, once the opportunity for employment is created, the focus of your efforts changes to using technology to insure student job success. This issue is the focus of the next section of the Handbook.

PART III: MATCH TO OPPORTUNITY: STEPS IN THE TRANSITIONAL PROCESS

"Place and pray" is no longer an accepted technique to use in developing job opportunities and insuring employment success for special education students and graduates. Rather, through their experiences the authors have realized the need to use educational and (re)habilitation technology to insure the handicapped student's success. Three aspects of that technology will be discussed in Parts III, IV and V of the Handbook. Part III focuses on the importance of matching the students to living and employment opportunities, and outlines six steps that have been implemented to maximize the success of that process. Part IV outlines the specific procedural steps that are being used to develop and implement the Individual Transition Plan (ITP). Part V focuses on insuring student success through parent and family involvement, appropriate school-based vocational programs, on-the-job-training and feedback, and on-going interagency and interagency agreements.

In moving towards the transitional process, employment opportunities and employment success, a

series of four Progress Profiles were developed that summarize the steps in the transitional process. Individual profiles, which are presented in Tables 9-12, were developed for four separate categories of

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Refer to Tables 9-12

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handicapped students. These student groups who were worked with during the grant period from October, 1985 to October, 1987 included: specific learning disability (SLD), mildly mentally handicapped (formerly EMH), mentally handicapped (Moderate/Severe/Profound), and behaviorally disordered (BD). The purpose of the Progress Profiles is to provide transition team members with a broad based outline of options to help match the student to [job] opportunities and thereby assist in the transitional process. Although the Profiles should be self-explanatory, important aspects and tools of each component are discussed in the following subsections. The reader is encouraged to refer back to Tables 9-12, as each component of the progress profile is discussed.

TABLE 9

Program Profile: An Outline of Steps in the Transitional Process for Specific Learning Disabled Students

COMPONENTS	WHO	WHAT	HOW	WHEN	WHERE
1. Interest/ Expectations (Work)	Resource Teacher	CDMS/PIC/ CAREER DECISION MAKING SYSTEM	Interest Inventory	Usually begin at 9th grade	School
	Guidance Counselor	MCIS	Checklist	Available 11-12 grades	School
	Parent	Survey Form	Checklist/Interview	Yearly at IEP	School/Home
	Student	Questionnaire	Checklist/Interview	Yearly at IEP	School/Home
2. Potential Jobs	Resource Teacher (Primarily) Vocational Teacher	JOB SITES/ OPPORTUNITIES	Personal Contact	Generally 11th-12th grades	Within local school/community
	Guidance Counselor				
	Student/Family				
3. Student Skills Analysis	Resource Teacher & School Team	Student Competency Checklist	Checklist	Initially at 9th grade/up-date yearly	School/Home
	Student/Parent	CAP/CIP	Checklist	11th-12th grade primarily	School
	Outside Agencies	GATB/USES/PAS	Instruments	As referred	Agency Site
4. Job Analysis	Resource Teacher Employer	Job Analysis Worksheet	Initially completed by resource teacher and supervisor	Prior to job placement	On Job Site
5. Access to Adult Service Providers	Resource Teacher Parents/Students	IEP Agency Resource Guide Interagency/ Interagency Agreements	Eligibility Determination Funding Interagency Task Forces	11th-12th grade connected to exempt Ongoing throughout IEP/CIP Process	School/ Community Community
6. Training/ Curriculum	Resource Teacher and/or Vocational Teacher	Curriculum Guides Vocational Materials Job Exploration/ Job Training	Classroom Instruction Field Trips Guest Speakers Out-of School Instruction	9th-12th grades	School/ Community
	CDMS staff	Daily Diary	Out-of-School Instruction	11th-12th grade	At CDMS

TABLE 10

Program Profile: An Outline of Steps in the Transitional Process for Mildly Mentally Handicapped

COMPONENTS	WHO	WHAT	HOW	WHEN	WHERE
1. Interest/ Expectations (Work)	Resource Teacher	COPS/PIC/ CAREER DECISION MAKING SYSTEM	Interest Inventory	Usually begins at 9th grade	School
	Guidance Counselor	NCIS	Checklist	Available 9-12th grades	School
	Parent	Survey Form	Checklist/Interview	Yearly at IEP	School/Home
	Student	Questionnaire	Checklist/Interview	Yearly at IEP	School/Home
2. Identify Potential Jobs	Resource Teacher (Primarily) Vocational Teacher Guidance Counselor Student/Family	JOB OPPORTUNITIES	Personal Contact	Generally 9-12th grades	Within local school/ community
3. Student Skills Analysis	Resource Teacher & School Team	Student Competency Checklist	Checklist	Initially at 9th grade/up-date yearly	School/Home
	Student/Parent	CAP/COP	Checklist	11th-12th grade primarily	School
	Outside Agencies	NATB	Instruments	As referred	Agency Site
4. Job Analysis	Resource Teacher Employer	Job Analysis Worksheet	Jointly completed by resource teacher and supervisor	Prior to job placement	On Job Site
5. Access to Adult Service Providers	Resource Teacher Parents	ITP Agency Resource Guide Interagency/ Intersector Agreement	Eligibility Transportation Intersector Task Force Focus	11th-12th grade contacted or sooner Ongoing throughout IEP/ITP Process	School/ Community Community
6. Training/ Curriculum	Resource Teacher and/or Vocational Teacher	Curriculum Modules Vocational Materials Job Exploration/ Job Training	Classroom Instruction Field Trips Guest Speakers Out-of School Instruction	9th-12th grades	School/ Community
	CCC staff	Early Entry	Out-of-School Instruction	11th-12th grade	At CCC

TABLE II

Program Profile: An Outline of Steps in the Transitional Process for Moderately to Severely to Profoundly Mentally Handicapped

COMPONENTS	WHO	WHAT	HOW	WHEN	WHERE
1. Interest/ Expectations	Resource Teacher	WRIOT COPS II	Interest Inventory	16 years of age and up	School
(Work)	Vocational Consultant	VCIS	Work Attitudes		School/Home
	Parent	Parent Survey	Checklist/Interview	16 years of age and up	School/Home
	Student	Student Questionnaire (as appropriate)	Checklist/Interview	16 years of age	School/Home
2. Identify Potential Jobs (Placement/job)	Resource Teacher (Primarily)	JOB/	Personal	14 years of age and up	Within local school/ community
		OPPORTUNITIES	Contact		
	Student/Family				
3. Student Skills Analysis	Resource Teacher & School Team	Student Competency Checklist (selected)	Checklist	At age 16	School/Home
	Student/Parent	CAP/COP	Checklist	11th-12th grade primarily	School
	Outside Agencies	NATB/VALPAR (selected)	Instruments	As referred	Agency Site
4. Job Analysis	Resource Teacher Employer	Job Analysis Worksheet	Jointly completed by resource teacher and supervisor	Prior to job placement	On Job Site
5. Access to Adult Service Providers	Resource Teacher Parents	ITP Agency Resource Guide Interagency/ Intersector Agreements	Eligibility Transportation Funding Intersector Task Focus	16 years of age and up Ongoing throughout IEP/ITP Process	School/ Community Community
6. Training/ Curriculum	Resource Teacher Paraprofessionals	Vocational Curriculum	Classroom Instruction	14 years of age and up	School/ Community
		Community Based Instruction	Out of School Instruction		
	Vocational Teacher	Vocational Materials			
	Resource Teachers Paraprofessionals	Job Exploration/ Job Training	Out of School Instruction		

TABLE 12

Program Profile: An Outline of Steps in the Transitional Process for Behaviorally Disordered

COMPONENTS	WHO	WHAT	HOW	WHEN	WHERE
1. Interest/ Expectations	Resource Teacher	COPS/PIC CAREER DECISION MAKING SYSTEM	Interest Inventory	Usually begins at 9th grade	School
(Work)	Guidance Counselor	NCIS	Checklist	Available 11th-12th	School
	Parent	Survey Form	Checklist/Interview	Yearly at IEP	School/Home
	Student	Questionnaire	Checklist/Interview	Yearly at IEP	School/Home
2. Potential Jobs	Resource Teacher (Primarily)	JOB SITES/	Personal	Generally 11th-12th grades	Within local school/ community
	D.O. Teacher Guidance Counselor Student Family	OPPORTUNITIES	Contact		
3. Student Skills Analysis	Resource Teacher & School Team	Student Competency Checklist	Checklist	Initially at 9th grade up-date yearly	School/Home
	Student/Parent	CAP/COP	Checklist	11th-12th grade primarily	School
	Outside Agencies	GATB/VALPAR	Instruments	As referred	Agency Site
4. Job Analysis	Resource Teacher Employer	Job Analysis Worksheet	Jointly completed by resource teacher and supervisor	Prior to job placement	On Job Site
5. Access to Adult Service Providers	Resource Teacher Parents	ITP Agency Resource Guide	Eligibility Transportation Funding	11th-12th grade contacted	School/ Community
	Social Services/ Mental Health/ Judicial	Personal and Social Assistance	Court Order/ Referral	On Referral	School/ Community/ Home
		Interagency/ Intersector Agreements	Intersector Task Forces	Ongoing throughout IEP/ITP Process	Community
6. Training/ Curriculum	Resource Teacher	Curriculum Modules Instruction	Classroom Instruction	9th-12th grades and up	School/ Community
	Vocational Teacher	Vocational Materials	Field Trips, Guest Speakers		
		Job Exploration/ Job Training	Out of School Instruction		
	CCC Staff	Early Entry	Out-of-School Instruction	11th-12th Grade	At CCC

A. Interest/Expectations

All members of the transition team should be involved in the assessment of the student's job interests. Assessing these interests usually begins at about the 9th grade and involves three major procedures including a parent survey, a student interest questionnaire, and a number of commercially available interest inventories.

1. Parent survey. The parent survey, which is presented on page 54 is used to gather background information that will help transition team members, parents and the student formulate long range employment goals. It is used initially just prior to the first transition meeting and then updated annually. The most effective way to gather the information is a face to face interview with parents or guardians. Although the questions are designed to obtain information on career and work expectations, a skilled interviewer may be able to gather other important information such as parent attitude, level of parent support and parent expectation.

2. Student interest questionnaire. This questionnaire which is presented on pages 55 and 56 is

PARENT SURVEY

NAME: _____ AGE: _____

DATE: _____ SCHOOL: _____

RESOURCE TEACHER: _____

FORM COMPLETED BY: _____

1. What responsibility does your son/daughter have at home? (i.e., jobs, chores)

2. If there was one responsibility you would like your son/daughter to be able to do at home, what would it be?

3. How is your son/daughter involved in the community in which he lives?

4. What are your son/daughter's leisure activities with friends/family? (Include both)

5. What job(s) do you think your son/daughter would be good at after graduation?

6. Do you need assistance when your son/daughter enters the world of work? (i.e., career awareness, vocational assessment, vocational counseling, job placement, etc.)

COMMENTS/CONCERNS

STUDENT INTEREST QUESTIONNAIRE

NAME: _____ DOB: _____

ADDRESS: _____ INTERVIEWER: _____

_____ _____

DATE: _____ GRADE: _____

1. Tell me what your typical weekday and weekend is like?

2. What things do you like to do in your free time?

   Do you enjoy being alone or with others in your free time?

3. What are your hobbies?

4. What books do you like reading or having read to you?

5. Do you belong to any clubs or organizations?

6. What subjects do you like best in school?

7. What work would you like to do?

STUDENT INTEREST QUESTIONNAIRE

8. What do you think your parents would like you to do?

9. What are your parents' occupations? (Past and present)

10. Where do you see yourself after graduation? (vocationally)

11. What would you like to do next year regarding career education?

12. How can you prepare to enter the jobs you have observed?

13. How do your own interests, abilities and skills relate to the jobs you have observed?

14. Do you have a valid drivers license? Do you have access to a vehicle?

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used to gather information from students about themselves and their [long-term] job interests. This form is also used initially just prior to the first transition meeting, and then updated annually. In its present form, the Student Questionnaire is designed for mild to moderate handicapped students. It will need to be modified and adapted for moderately to severely handicapped.

b. Inventories. A number of commercially available inventories are listed in Table 13, along with a brief description of their use and distribution

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Refer to Table 13

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source. Many of these are available for use through either the Central Community College system or the Division of Vocational Rehabilitation Services.

b. Identifying Potential Jobs

This process also begins at about the 9th grade and involves school and family members. Please refer to the preceding section (Page 11) on "Steps in Marketing Planning" and "Implementing Marketing

Table 13

Commercially Available Job Interest and Work Skill Inventories

Assessment Abbreviation	Full Title/Company	Purpose	Administered By
GATB	General Aptitude Test Battery	Aptitudes and Dexterity	a) Nebraska Job Service b) Division of Rehabilitation Services
	U.S. Department of Labor (Not Job Service)		
EVS	Talent Assessment Program	Aptitudes Dexterity Discrimination	Special Training Required
	Talent Assessment, Inc. P.O. Box 5087 Jacksonville, FL 32247-5087		
PIE	Personal Inventory of Interests	Career Explorations	a) Teachers b) Students
	Talent Assessment, Inc. P.O. Box 5087 Jacksonville, FL 32247-5087		
VIP	Vocational Implications of Personality	Self awareness	a) Teachers b) Students
	Talent Assessment, Inc. P.O. Box 5087 Jacksonville, FL 32247-5087		
VALPAR	VALPAR Work Samples	Coordination Dexterity	a) Community College Assessment Centers
	VALPAR International Corp. P.O. Box 5767 Tucson, AZ 85703-5767		b) Division of Rehabilitation Services

Table 13 (continued)

Assessment Abbreviation	Full Title/Company	Purpose	Administered By
COPs	Career Occupational Preference System	Occupational Interests	Teachers
COPs II	Career Occupational Preference System (Lower Reading Level)	Occupational Interests	Teachers
COPS	Career Orientation Placement & Evaluation Survey	Work values	Teachers
CAP	Career Ability Placement Battery EdITS P.O. Box 7234 San Diego, CA 92117	Abilities	Teachers
CDM	Career Decision-Making System MDC Publishers Building P.O. Box 99 Circle Pine, MN 55014-1700	Job interests Career Values Options	Teachers
NCIS	Nebraska Career Information System NCIS 319 Nebraska Hall University of NE Lincoln, NE 68588-0115	Career exploration (of Nebraska Labor Market) (Users only)	Counselors
ASVAB	Armed Forces Vocational Aptitude Test JIST/ARI Associates, Inc. 1555 Ellgin Avenue Bloomington, MN 55420	Interest Aptitudes	Teachers
Bridges	Bridges-Inventory of Essential Skills Curriculum Associates, Inc. 5 Esquire Road North Billerica, MA 01862	Basic skills Reference skills High skills	Teachers

C. Student Skills Analysis

Although the analysis of student skills is an ongoing process, serious consideration of assessing job-related skills should begin at 15-16 years of age. As indicated in Tables 9-12, the analysis can involve some of these commercially available work skill inventories. In addition, the competency checklist, which is found in the referenced Cooperative Vocational Program Handbook, is used by the Resource Teacher to compile an informal summary profile of the student's vocational competencies and skills. The checklist includes entry-level job competencies, classroom behaviors, and hands-on vocational skills and characteristics. The 27 competencies are evaluated by five persons including the resource, classroom and industrial area teachers, the parent and the student.

The authors have also developed a number of standardized procedures which have been useful when requesting a vocational assessment and follow-up from either Vocational Rehabilitation or a Nebraska Community College. These procedures are summarized in Table 15.

Refer to Table 14

Table 14

Procedures for Vocational Assessments

1. Through the Division of Rehabilitation Services (Voc Rehab)
   a. Obtain Referral form from vocational consultant
   b. Complete the Referral form
      1. Parent/Student signatures
      2. Cumulative grade record
      3. Psychological records
   c. Follow-up
      1. Communicate with vocational consultant
      2. Coordinate endeavors with Voc Rehab
   d. Accounting
      1. Incorporate results into the ITP
      2. Complete ITP Related Services form (Voc Form 106 back)
      3. Complete SVEP (Voc Form 106)
2. Through Central Community College
   a. Obtain Referral forms from vocational consultant
   b. Complete the Referral
   c. Parent Release forms - signatures
   d. School Administration approval
   e. Administer pre-assessments as provided
      1. Selectable
      2. Pictorial Inventory of Careers (PIC)
      3. Inventory of Essential Skills
   f. Follow-up
      1. Schedule review with vocational consultant, parents, school counselor
      2. Develop a program to assist student in career planning
      3. Schedule student into relevant classes to develop skills
   g. Accounting
      1. Incorporate assessment results into ITP
      2. Up-date the ITP Related Services form (VOC 106)
      3. Up-date Individual Vocational Educational Plan (Voc 106)

D. Job Analysis

Job analysis is the technique used by the resource teacher, vocational teacher or job coach to ensure that the student is able to perform the job to acceptable standards. Before a teacher carrying out job training can teach job-related skills to the student, he/she needs to be completely aware of the job's components. An effective way for the teacher or job coach to gain this awareness is to spend time at the job site before the student begins work there.

The job analysis processes suggested in this Handbook are based on procedures originally developed by Marc Gold and Associates and recently published in an excellent (and usable) book entitled, Getting Employed, Staying Employed (McLoughlin, Garner & Callahan, 1987). The sequence of activities necessary to obtain the information for a job analysis are summarized in Table 15.

Refer to Table 15

Table 15

Job Analysis Process[a]

1.	Visit the job site to begin a detailed job analysis of the tasks/routines identified in Step #5.
2.	Observe the way in which current employees perform the various routines.
3.	Participate in the typical orientation procedures of the company, if at all possible.
4.	Meet and get to know co-workers and supervisors. Remember the names of employees so that you can facilitate introductions when the new employee starts work.
5.	Have someone at the job site teach you the routines. Notice the procedures, cues, amount of supervision provided, and complexity of the routines.
6.	Perform the routines that are novel to you until you have a feel for the job.
7.	Decide on the need for detailed job analysis and inventories for the various tasks/routines of the job.
8.	Write task analyses and inventories for the tasks/routines that you feel will require the most intervention.
9.	Obtain approval from the employer on the methods chosen for the tasks/routines to be trained and any modifications/adaptations that you have devised.
10.	Identify natural cues and consequences in the work routines of the employee.
11.	Based on Step #10 and your knowledge of the needs and skills of the employee, select potential training strategies, motivating strategies, possible adaptations, opportunities for job restructuring, and partial participation of other workers.
12.	Write a comprehensive training plan based on Step 11.
13.	Complete the job analysis form, if required.
14.	Set a starting date, communicate with the employee and his or her family, and begin training.

[a] Adapted from McLaughlin *et al* (1987, page 131).

E. Access to Adult Service Providers (Interagency)

Intersector task forces are an important vehicle to insure customers (employers, handicapped students) get what they need. Problems, which often become barriers to employment, can be resolved through intersector cooperation. Intersector agreements can also facilitate people being referred to appropriate agencies, receiving job opportunities and adequate supports. Resources can be pooled to more effectively meet customer (employers, handicapped students) needs. Intersector cooperation truly makes employment for the person with disabilities a community effort rather than an agency or institution only endeavor.

Successful job placement and maintenance frequently require interfacing three levels of the service delivery network, including participant, service providers and the larger social system. During the last 10 years, the authors have learned a number of important factors about working with the public and private sectors including:

- The public and private sectors speak very different languages.
- The two sectors do not understand one another very well.

- Each is intimidated by the other.
- The private sector is sensitive to the needs of handicapped persons, but cautious about getting involved.
- Public sector personnel must become proficient in using business and marketing principles.
- Large multi-sector interagency meetings do not work.

To overcome potential intersector barriers, we have moved from an interagency meeting approach to an intersector task force approach. The difference between these two approaches is diagrammed in Figure 3. The most important difference is the singular focus of

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Refer to Figure 3

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the intersector approach and the inclusion of only those groups that are really necessary to accomplish the task at hand. For example, this intersector approach has worked well as a vehicle for transition planning between ESU #9 school districts and

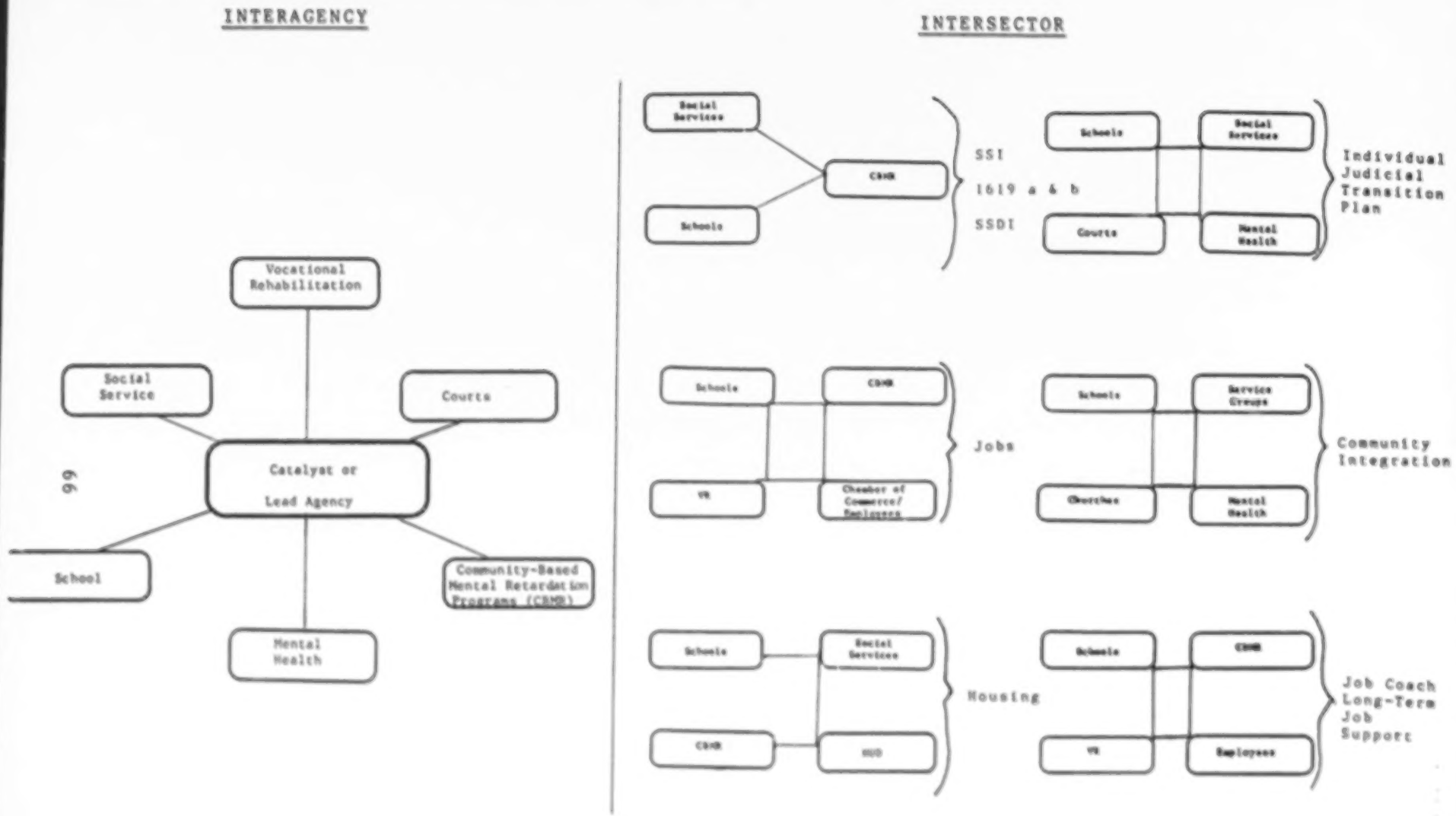

Figure 3
Interagency Versus Intersector Approach to Creating Opportunities

Mid-Nebraska Mental Retardation Services. Its versatility suggests its potential success for others.

Intersector task force meetings are complex sales meetings. The group must learn to talk one anothers' language and arrive at mutually beneficial decisions. There are several ways to make sure these intersector task force meetings work well, including:

- The primary consideration must be meeting the customer's (handicapped student, employer) needs in the most effective manner
- The group must adopt a marketing and customer first orientation
- The facilitator must help the group maintain focus and lead them to make decisions. The facilitator must help the group dodge possible bottlenecks resulting from differences in various agencies language, philosophies and operating procedures
- The facilitator should build the intersector task force into a cohesive team, which sees itself as having a separate identity. Reinforcing group members and celebrating effective decision making helps develop a team. Members of the team must feel

ownership in decision and activities of the task force.

Intersector task forces can help solve problems and create opportunities. They can help address job coach, funding, training, transportation and opportunity development needs. Most importantly, they are a means of increasing work opportunities for persons with disabilities.

In thinking about developing an interagency or intersector agreement, it will be useful to use the checklist provided in Table 16. The checklist includes all those items that will facilitate the implementation

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Refer to Table 16

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of a written agreement. Throughout the agreement writing process, it is important to focus on a workable agreement whose purpose is to facilitate both the transitional process and on-going placement success.

Each cooperating agency or business should agree to designate at least one individual to act as a transition liaison to facilitate the transition

Table 16

Interagency or Intersector Agreement Checklist [a]

Does the agreement include or address the following:
1. Mission statement or purpose of agreement
2. Number and names of agencies involved in the agreement
3. Measurable goals to be accomplished by core team as preliminary activities to the writing of interagency agreement
4. Definition of terms
5. Descriptions of roles and responsibilities of each agency in implementation of the agreement
6. Description of eligibility determination processes for each agency
7. Delineation of referral procedures for each agency's services
8. Description of staffing allocations from each agency for transition and interagency operations
9. Implementation procedures
10. Plan for dissemination of agreement
11. Plan for interagency inservice
12. Time overlapping/service coordination
13. List of service options available (direct or purchase)
14. Procedure for development of new services
15. Provisions for individuals with severe handicaps
16. Time-limited and ongoing service provision
17. Cost sharing
18. Data sharing (formative and evaluative)
19. Procedures for release of information and confidentiality policy
20. Attendance at IEP/ITP meetings
21. Schedule for implementation
22. Schedule for renegotiation or modification of agreement terms
23. Policy on service delivery (duplication, repeating, initiation dates)
24. Identification of agency liaisons to participating agencies
25. Schedule of interaction between liaisons
26. Desired outcomes of agreement
27. Dissemination of services available to parents and candidates
28. Procedure and schedule for ongoing needs assessment

[a] Adapted from Wehman, Moon, Everson, Wood and Barcus (1988).

[illegible] Three limitations are particularly responsible for maintaining Freedom and regular contact among the members. For example, the absence of [illegible] to the [illegible], communication becomes [illegible] and irrational [illegible]. This might [illegible] the [illegible] as shown in Figure 4 (adapted from [illegible] p. 118).

Refer to Figure 4

B. Training/Technique

Although a detailed discussion of training techniques is beyond the scope of this handbook, some mention of the various approaches used by EEO PO seem to be necessary. These techniques [illegible] EEO counselors, EEO educational materials, EEO pre-employment, and EEO media. Here is General Community College.

1. Counselors meetings. A major problem [illegible] is an overall [illegible]. "The Counselors Professional Program" was the phrase of a [illegible] counselors assigned for handicapped [illegible] to avoid [illegible] and community [illegible]. Although

Figure 6

Three-way Cost Sharing Pie for the Implementation of Supported Employment Services with Transition-Age Youth

[illegible]

[illegible]

Table 17

Curriculum Module Titles

#1	CLEAN UP YOUR ACT = Personal Hygiene
#2	SAFETY FIRST = Safety and Emergencies
#3	LANGUAGE SKILLS = Listening, Following Spoken and Written Instructions, and Reading Functional Words and Signs
#4	WHAT'S THE ANSWER...WHAT'S THE QUESTION? = Questioning Skills
#5	PERSON TO PERSON = Personal Interaction
#6	SURVIVING INTO THE JOB MARKET = Job Maintenance, Time Related, Job Performance and Independent Skills
#7	TIME AND TIME AGAIN = Time and Time Management Usage
#8	WHAT SHOULD I DO? = Decision Making
#9	FROM HERE TO THERE = Transportation/Map Usage
#10	USING COMMON LABOR MEASURING TOOLS
#11	DOLLARS AND SENSE = Money
#12	LOOKING FOR A JOB = Awareness of Community Resources, Occupational Interpretation, and Education/Training Required for Occupations
#13	A JOB OR YOUR PERSON = Skill and Interest Awareness, Career Awareness and Looking for a Job
#14	THE FINAL IMPRESSION = The Interview

2. Vocational materials. A number of commercially available materials (generally workbooks) are listed in Table 18. This list is not meant to be

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Refer to Table 18

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exhaustive or to reflect our endorsement. The list comes from a project awarded to Hennepin Technical Centers (9000 Brooklin Blvd., Brooklin Park, Minnesota 55344) by the U.S. Department of Education (DOEAS).

3. Job exploration. If the student is interested in exploring a job, two forms must be completed. One is the "Release of Liability Form: (Doc. 107) and the other is the "Proof of Insurance Form" (Doc. 108). Both are found in Appendix B. In addition, a "Job Exploration Data Sheet" (Doc. 109) is completed by the Resource Teacher to provide written documentation detailing the job exploration/training experiences that the student is involved in during the year. A copy of the data sheet is provided in Table 19.

Table 10

Vocational Skills Development Materials

Boone D., Don't Get Fired. Jamar Book Publisher

EMC Publishing, Interviewing for Jobs, EMC Publishing

Leonard, Terry., Real Life Reading Cards J. Weston Walch, P.O. Box 658, Portland, Maine, 04103-0658

Minto, Herman, Telephone Use Activity J. Weston Walch, P.O. Box Box 658, Portland, Maine, 04104-0658

Physical and Mental Demands of Occupations with Job and Worksite Modifications, 1984 Minnesota Career Formation System, 635 Capitol Sq., St. Paul, MN 55101

Reed, Kenneth, Time Card & Paychecks, Jamar Book Publisher, 2301 Industrial Pkwy., Hs Hayward, Ca. 94545

Reed, Kenneth, My Job Application File:, Jamar Book Publisher, 2301 Industrial Pkwy., Hs Hayward, Ca 94545

Walch,, Weston J. Handling Your Money, J. Weston Walch, P.O. Box 658, Portland, Maine 04104-0658

Walch, Weston J., Steps to Independent Living, J. Weston Walch, P.O. Box 658, Portland, Main 04104-0658

Weeks, Gibson, Dorothy, Ed.D., Tibbets, John W., Ed. Lifeschool, Occupational Knowledge and Interpersonal Relations; (a personal progress) Pearon Education, David S. Lake Publishers, 1981.

Wing - Job Interview, Wing, 23825 Mission Blvd., Hayward, California

Wisniewski, Jerry L., Employability Skills for the Special Needs Learner, Aspen Systems Corporation, 1600 Research Blvd., Rockville, MD 20850

Refer to Appendix B and Table 19

4. Early entry. The early entry program at a local community college allows handicapped students a wider choice of career opportunities than may be available at the local district. Early entry at the local community college is a program designed for mildly to moderately to handicapped students to: (a) allow students to enroll in vocational classes that are not offered in their local school; (b) allow students to take additional vocational classes once they have taken all that is offered at their local school; or (c) help the student gain an early transition to a vocational program at the post-secondary level. The procedures for developing an early entry program for a student are summarized in Table 20.

Refer to Table 20

In summary, this part of the Handbook has outlined the six components of the transition process that were presented in the 6 Program Profiles summarized in

TABLE 19

JOB EXPLORATION DATA

SCHOOL_____ RESOURCE TEACHER_____ SCHOOL YEAR_____

STUDENT	GRADE	OCCUPATIONS EXPLORED	INCLUSIVE DATE OF EXPLORATION Mo. Day to Mo. Day	# HRS WKLY	NAME OF BUSINESS AND SUPERVISOR

Due in ESU #9 office of Vocational Consultant May 5

7/86 Voc.109

Table 20

Procedures for Early Entry

1. Resource Teacher will contact Vocational Consultant and they will:
   a. Interview students
   b. Students must be seniors (juniors by special permission). Must be at least 17 years old
   c. Consultant and teachers review student records
   d. Check school district policy
   e. Obtain parent signatures
   f. Obtain administrative signatures
   g. Prepare students for vocational assessments
2. Vocational Consultant will present application to CCC for:
   a. Administrative approval
   b. Instructor approval
   c. Student visit
3. Vocational Consultant will assist the student with initial registration
4. Progress should be checked by resource teacher:
   a. Contact CCC instructor
   b. Communicate with vocational consultant
   c. Write goals and objectives in IEP/ITP
   d. Complete an ITP and Related Service Form

Tables 9-12. These six steps included identifying the student's job interests and potential jobs, completing student's skills and job analyses, accessing the adult service providers through interagency or intersector agreements, and implementing a training curriculum. The intent of this section was to emphasize the importance of -- and procedures involved in -- matching the student, with his/her particular interests and skills, to available community jobs, and then to establish training and suppport mechanisms that will ensure a successful transition. Those process steps are codified in and through the Individual Transition Plan (ITP) as part of the IEP process. The purpose of the next section (Part IV) is to outline the Plan's content and procedures.

PART IV: DEVELOPING AND IMPLEMENTING THE INDIVIDUAL TRANSITION PLAN (ITP)

Transition is a term that we have used frequently throughout the Handbook. As we stated in Part I, "transitions are an essential part of everyone's life, requiring adaptations at various times to new roles, locations and relationships." For all of us, transition planning is designed to increase the probability of success in the next environment.

The concept of the Individual Transition Plan (ITP) has emerged recently to help students with special needs participate successfully and fully in the areas of work living and community integration. In the ITP process, significant others in the student's current and future life spaces receive meaningful information about environments for which the individual needs to be prepared to function, and then provide services to enhance the probability of smooth adjustment (Schalock, 1986). As discussed previously, the essential components of the ITP process include (Brown et al. 1981):

. The ITP must be comprehensive, specifying the preparatory experience needed by the

individual to function independently and productively in the new environment.

- The ITP is individualized and contains precisely stated transition objectives, training activities, materials and evaluation strategies functionally related to a unique subsequent "life span".
- The ITP process involves parents and/or guardians.
- The ITP process requires the actual participation of both sending and receiving personnel. Both jointly design and assist in the implementation of a series of experiences that maximize subsequent functioning.
- The ITP process includes the focused expertise of competent related service personnel. These professionals should visit and obtain information about the wide range of environments for which the individual is being prepared. Following this, they should provide their expertise to assist in the actual transition of the individual from one environment to another.

- The ITP strategy requires direct instruction in a variety of actual subsequent environments because of the extreme difficulty moderately to severely impaired individuals have in generalizing, transferring training and performing across environments, persons, materials and language cues.
- The ITP process integrates training activities preparing the person in subsequent living-work environments.
- The ITP process should focus on behavioral skill development, prosthetic usage and environmental adaptations required to live in less restrictive and more productive environments.

The U.S. Department of Education's Office of Special Education and Rehabilitation (OSERS) has made transition a priority area and has developed a conceptual transition model (Will, 1984) that is shown in Figure 5. The top part of the model shows the

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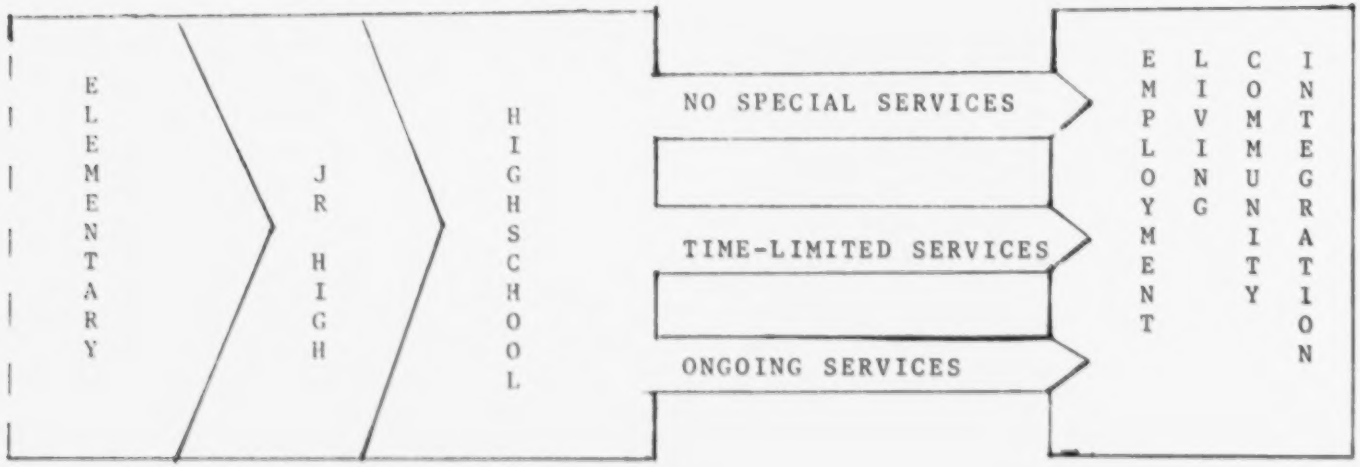
Refer to Figure 5

FIGURE 5

TRANSITION MODEL



EDUCATION ISSUES

- Staff Expertise
- Knowledge of jobs/community
- Ecobehavioral Assessment
- Curricula that builds:
  - positive self-image
  - general work and living skills
  - specific job and living skills
- Community Referenced Goals
- Community Training
- Voc Ed/Spec Ed Cooperation
- Academic vs Vocational emphasis
- Graduation Requirements
- Informed/Supportive Administration
- School/Adult Agency Understanding, Trust, and Cooperation

INTERSECTOR ISSUES

- Staff Expertise
- Employee Awareness
- Funding
- Availability of Services
- Eligibility Requirements
- Counselor/Caseworker "Freedom to be Creative"
- Services to severely handicapped Individuals
- High Cost of "Supported" Programs
- Intersector Ignorance
- "First Dollar" Clarification
- Agency/School/Employer Understanding and Cooperation
- Referral/Service-Initiation (Responsibility Centers)

QUALITY OF LIFE ISSUES

- Employment Trends
- Job Availability
- Staff Expertise in "Supported Environments"
- Community Support
- Community Suppport
- Transportation
- Housing
- Recreation-Leisure
- Social Support Systems
- Friendship Patterns
- Overprotectiveness (The Essence of Handicappism)

transition of students into environments characterized by employment, living and community integration. It also suggests that some students will require no special services, whereas others will require ongoing services such as those defined earlier in reference to supported employment. The bottom section of the model reflects a number of issues that need to be addressed and resolved through the ITP process. These include issues that relate to education, intersector groups and the person's quality of life.

This section of the Handbook outlines the procedures that the authors have developed to implement the student's ITP. Although the section basically deals with procedural formats, one should not overlook the dynamic and interactive nature of developing and implementing a student's ITP. The section is divided into the following four subsections: (1) notice of ITP; (2) ITP form; (3) ITP related services; and (4) potential barriers.

A. Notice of ITP

Prior to the first transition meeting, the Resource Teacher sends a letter to the parents

concerning the transition plan process. The content of the letter is printed below.

> Parents and Guardians:
>
> Beginning their Freshman year, students enrolled in the resource program will be involved in an Individual Transition Plan as part of their Individual Educational Plan. The purpose of the Individual Transition Plan is to develop current instructional objectives which will help to prepare your son/daughter for future goals and environments in which they will be required to function.
>
> This process includes working with school personnel, Voc-Rehab and other appropriate agencies. The transitional plan will be formulated at the time of your student's IEP.
>
> Please feel free to call if you have any questions or concerns.
>
> Sincerely,

In addition to the above [optional] letter, two weeks prior to the scheduled IEP/ITP conference, the Resource Teacher (or program supervisor) sends a prior written notice to parents concerning the scheduled meeting whose purpose is to review and revise the student's IEP/ITP. This form is presented as Figure 6. The form is prepared annually for all students grades

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Refer to Figure 6

EDUCATIONAL SERVICE UNIT NO. 9
Serving Adams, Clay, Hamilton, Southern Hall, Nuckolls & Webster Counties
1117 E. South Street, P.O. Box 2047, Hastings, Nebraska 68901 - 2047
Phone (402) 463-5611

GIL FEIS • ADMINISTRATOR

FIGURE 6

NOTICE OF INDIVIDUAL EDUCATION PLAN/INDIVIDUAL TRANSITION PLAN

(Secondary - Voc 101)

Name of Student _____

District of Residence _____

Dear

As a servicing agency for the _____ school district, we are responsible to afford you prior written notice that it is time to schedule a meeting to review your child's Individualized Education Program (IEP), and to present to you information supporting the proposed revisions. If you would like more information on the proposed revisions and the supporting data please contact me. Specifically, the purpose of the IEP meeting is to _____

_____

_____

School district personnel and others who will attend the IEP meeting are: _____

_____

You are encouraged to bring any person you believe would be helpful with the IEP review/revision process.

Agreeable with you, we would like to meet on _____, 19___, at _____ o'clock at the _____. If this time and/or date is not agreeable with you, please call me at (402) _____ so that we can schedule a time mutually agreeable to all parties.

Federal Law requires the school to advise you of your rights on special education records established and maintained for your child by the school; an independent evaluation, right to timely notice, right to consent, right to a due process hearing, responsibility of the school for providing surrogate parent, right to full and individual evalution, right to least restrictive environment and confidentiality of information. Should you desire to discuss these procedural safeguards, please contact your child's special education teacher and request that someone be made available to explain in depth the procedural safeguards (parent's right) available under State and Federal Law and accompanying regulations.

Respectfully,

/ksg
cc: Student's File

7-12 for written documentation that the parents/guardians have been notified of the IEP/ITP meeting. The form contains a list of the following:

- School district personnel and others who will attend
- Encouragement for parent to bring any person they believe would be helpful with the IEP/ITP review/revision process.
- Time and date of conference.
- Contact person and phone number for rescheduling if necessary.
- Brief summary of parent rights and federal law concerning IEPs.

A copy should be made and sent to all school district personnel and others attending, including the parent/guardian. The original should be placed in the student's special education file.

B. ITP Form

There are a number of purposes for using a standardized ITP format. Some of the more important reasons include consistency, legal responsibilities and as a basis for management and evaluation activities.

The format that ESU #9 has developed and used for the last three years is presented in Figure 7. This format is used initially at the first transition plan meeting

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Refer to Figure 7

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and is updated as needed throughout the school year and annually. The form is completed by the IEP/ITP team. In practice, the IEP/ITP team membership is comprised of those school personnel we normally serve in the IEP team (for example, resource teacher, regular education teaching staff, other special education personnel and diagnostic staff when appropriate, school administrative personnel). What makes the IEP/ITP process different from the IEP process is the addition of outside agency personnel (for example, Vocational Rehabilitation, Mid-Nebraska Mental Retardation services), private employers, or other community based personnel involved in transition planning. The parents and student should always be involved in the transition plan. An example of a completed ITP is presented in Figure 8.

Figure 7

INDIVIDUALIZED TRANSITIONAL PLAN
(VOCATIONAL TRAINING & PLACEMENT)

STUDENT_____ GRADE_____ DATE PREPARED _____ SCHOOL_____

YEAR	GOALS	GENERAL PROCEDURE	RESOURCES	PEOPLE RESPONSIBLE	ENDING DATE

PREPARED BY_____ PROJECTED GRADUATION DATE_____

VOC. 105 / 7/86

Refer to Figure 8

C. ITP Related Services

Successfully developing and implementing an ITP requires both conceptualization and organization skills. ESU #9 has developed a format that is presented in Figure 9 along with instructions for its completion which are presented in Table 21. This form

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Refer to Figure 9 and Table 21

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is completed by the Resource Teacher and should assist her/him to identify all pertinent data about the student.

A critical aspect of the ITP process is to be able to track the student's involvement with outside agencies and employers. To facilitate this process, a format was developed (presented in Figure 10) that is

Figure 8

EXAMPLE OF A COMPLETED INDIVDIUALIZED TRANSITION PLAN

STUDENT_____ GRADE_____ DATE PREPARED _____ SCHOOL_____

Year	Goals	General Procedure	Resources	People Responsible	Ending Date
1986	Job Exploration Student aide in a teacher's class for 9 weeks in Woods	1-Discuss w/ teacher 2-Follow-up by having a scheduling meeting in fall of '86 to set up Jacky's program 3-Include parents in Jacky's scheduling	High School Parent approval Scheduling	Counselor Principal Resource Teacher Student Teacher	May 1987
1987	To complete a job exploration activity in carpentry under supervision of a carpenter	1-Contact and confer with school administration 2-Make necessary parent contact 3-Conference w/ carpenter 4-Set up work schedule to fit Jacky's school schedule	Job exploration Follow-through and monitoring by Voc. Consultant and Resource Teacher	Resource Teacher Voc. Consultant Teacher Consultant School staff	May 1988
1987	To explore possibility of job opportunities through Voc Rehab	1-Contact Parents for consent 2-Set up visit for Voc Rehab to come to school 3-Let Voc. Consult know of plans 4-Referral form from Unit 5-Involve Jacky wherever possible	Counselor Principal Voc Rehab Parents	Resource Teacher Vocational Consultant	May 1988
1988	Vocational Assessment at CCC in Hastings	1-Schedule time w/ CCC 2-Meet with parents to discuss travel and appointment 3-Establish time to interpret results	CCC Vocational Consultant to set up appointment	Vocational Consultant Resource Teacher Parents School personnel	Dec. 1988
1988	Plan support following graduation with Voc Rehab	1-Meet with Voc Rehab at IEP/ITP Meeting 2-Discuss support through job on attending CCC following graduation	CCC Voc Rehab School Parents	Voc Rehab Resource Teacher Parents CCC staff	May 1989

PREPARED BY_____ PROJECTED GRADUATION DATE_____

Figure 9

SPECIALIZED VOCATIONAL EDUCATION PLAN

School_____ Year_____ Student I.D.#_____

Student Name _____ Social Security #_____ Driver's License ___Yes ___No

Parent/Guardian_____ Address_____ Phone #_____

Vocational Program/Class In Which Student Is Enrolled:

____Agriculture/Agribusiness
____Business Education
____Marketing and Distributive
____Occupational Home Economics
____Diversified Occupations
____Industrial Arts
____Health Occupations
____Trade and Industrial
____Consumer Homemaking
____Other (Explain)

Tests and Assessments Administered

Interest_____
Achievement_____
PreVocational_____
Aptitude_____
Other_____

Disadvantages

____Academic
____Economic
____Limited English
____Proficient Ability

Handicapped

____Specific Learning Disabled
____Educable Mentally Handicapped
____Mentally Retarded
____Behaviorally Impaired
____Speech Handicapped
____Visually Handicapped
____Orthopedically Handicapped
____Acoustically Handicapped
____Other Health Impaired (Autism)
____Other Health Impaired (excluding Autism)
____Multi-Handicapped

Program Placement

_____Academic
____ Vocational
___Other

Prescription

____Vocational Counseling
____Extended Community Involvement/Services
____Integration of Basic Education and Vocational Education
____Tutorial Assistance
____Peer Tutoring
____Computer Assisted Instruction
____Individualized Instruction
____Vocational Assessment/Evaluation
____Specialized/Adaptive Equipment
____Other (explain)
_____

Areas To Be Remediated

____Computational Skills
____Communication Skills
____Vocational Aptitude
____Career Awareness
____Employability Skills
____Community Living Skills
____Transitional Skills
____Other (explain)
_____
_____
_____

Vocational Forms Completed

____Teacher's Schedule
____Student Accounting Form
____Insurance Form
____Liability Release
____Job Behavior Analysis
____Competency Check List
____Job Activity Form
____Supervisor's Evaluation
____ITP
____ITP Related Services
____Job Exploration Data
____Spec. Voc. Ed. Plan

Prepared by:_____ Date _____

Table 21
Instructions for Specialized Vocational Educational Plan (SVEP)[a]
Form 106

This form must remain in the student's file. This form should be completed by the resource teacher September 30 of each school year. The top portion is self-explanatory.

The student I.D. number will be assigned new students after all Student Accounting Forms (SAF) are submitted. Students reported in 1985-1986 are assigned an I.D. number submitted on the SAF. Use this number.

Vocational Program/Class In Which Student Is Enrolled.

If they are enrolled for first semester only, use 1 and school year
If they are enrolled for second semester only, use 2 and school year
If they are enrolled for the full year, use 3 and school year
If they are enrolled only for nine weeks or less, use 9 and school year

Tests and Assessments

List any Tests administered in the school or if they go to Vocational Rehabilitation or Central Community College, etc. List each by name, i.e., GATB, WRIOT, NCIS, etc. Write the month and year, e.g. (9-86)

Disadvantaged

Use X to indicate appropriate condition.

Handicapped

Use X to indicate appropriate condition.

Program Placement

X academic if student is mainstreamed
X vocational if student is in a special Educational Vocational Program, i.e., Job Exploration/Training or vocational work in the resource room
X other and explain.

Prescription

X the appropriate response -
This will be dealt with more in detail in thje IEP/ITP

Areas To Be Remediated

X the appropriate response-
These are determined by formal or informal measures

Vocational Forms Completed

Place the date month-day-year when completed

[a]Side 1 applies to both SPED and Chapter 1 students.

Refer to Figure 10

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completed by the Resource Teacher and/or other members of the ITP team. The form is completed initially at the first ITP conference and is updated throughout the school years. The purpose of this format is to determine how extensively ITP team members use agencies and programs outside their immediate school environments. These potential services include

- Social Services, which is the state-county agency that brokers Title 16, 19 and 20 programs.
- Mid-Nebraska, which is a community-based mental retardation program.
- Voc Rehab, which is the state/region Department of Rehabilitation Services
- Med/Mental Health, which refers to medical practioners/facilities and community or private mental health services.
- Employer and type of employment (self explanatory).

Figure 10

ITP RELATED SERVICES

INITIAL DATE SPED PROGRAM_____

SOCIAL SERVICE DATE AND SERVICES	MID-NEBRASKA VOC-REHAB DATE AND SERVICES	MED/MENTAL HEALTH/DATE AND SERVICES	EMPLOYER/ TYPE OF EMPLOYMENT/ DATE & SERVICES	CCC DATE & SERVICES SERVICES	OTHER DATE & SERVICES
113					114

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. CCC, which is a community college through which vocational/early entry evaluations are generally obtained.

D. Potential Barriers

A favorite statement of the authors is, "there are no problems; only opportunities to excel and succeed." Despite this optimism, there are realistic problems or barriers that arise to the successful implementation of a student's ITP. To help identify and better understand these barriers, resource teachers were asked to complete a questionnaire regarding the barriers that they were encountering in developing and implementing ITPs. A 3-point scoring system was employed in which a 1 represented no barrier; a 2, somewhat of a barrier; and a 3, a significant barrier that either prevented job placement or interferred with ITP implementnation. The average score for each of these barriers is presented in Table 22. A number of potentially significant barriers were identified. In reference to

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Refer to Table 22

Table 22

Potential ITP Barriers[a]

Work Placement Barriers	Mean Ratings	
	Job Exploration	Job Training
1. Attitude(s) of employer	1.7	3.0
2. Financial Disincentives	1.4	2.5
3. High unemployment	1.6	1.0
4. Lack of Appropriate Jobs	2.1	2.5
5. Lack of Social Skills	1.9	1.5
6. Lack of Trained Staff	1.4	1.0
7. Lack of Work Skills	1.9	2.0
8. Lack of Medical Benefits	1.3	1.0
9. Parental Concern	1.2	1.0
10. Staff Perceptions	1.4	1.0
11. Transportation	1.7	2.0

ITP Process Barriers[b]	Mean Ratings
1. Interests/Expectations Regarding Living/Work	1.9
2. Identifying Potential Jobs	1.8
3. Student Skills	1.6
4. Job Analysis	1.7
5. Develop I.T.P.	1.5
6. Access to Adult Service Providers (Mental Health, CCC, Voc Rehab)	1.6
7. Training/Developing Curriculum	1.7

[a] Based on a barrier analysis questionnaire completed by 25 resource teachers

[b] See Tables 9-12

job exploration, the major barriers were lack of appropriate jobs and social-work skills followed closely by attitude of employer and transportation. For job training, financial disincentives, lack of appropriate jobs and work skills, and transportation were identified. For the ITP process, identified barriers included determining interests, identifying living/work environments, and conducting a job analysis.

Hopefully, the material presented in this and other sections of the Handbook will help overcome some of these barriers. Future inservice training programs will also address these potential barriers and outline specific procedures and strategies to overcome them.

In summary, this section of the Handbook has discussed the procedures that we use for developing and implementing a student's Individual Transition Plan. However, that development and implementation are only part of the process; one must also insure its success. Specific techniques for doing so are discussed is the following section of the Handbook.

PART V: INSURING SUCCESS

It was mentioned previously that the "place and pray" mentality is no longer a viable alternative in special education. Rather, the more we experience the movement towards integrated living and work placements for students with disabilites, the more we realize the need for various support mechanisms. Discussion of four of these mechanisms is the focus of this section of the Handbook. The four include family involvement, school-based vocational preparation, on-the-job training (OJT), feedback, and on-going intersector support.

A. Family Involvement

In the next section of the Handbook we will summarize the ongoing program evaluation activites that ESU #9 has undertaken the last eight years to determine what happens to graduates of special education programs. One of the most significant findings of that longitudinal evaluation is that students whose family involvement during school was rated as moderate or high have consistently better employment outcomes than those whose family involvement was rated as low. Therefore, we feel strongly that we should begin our discussion of

insuring success with some suggestions about how to maximize parental involvement and support of the programmatic thrust outlined in this Handbook.

To begin with, parents should be made aware of the program's philosophy, basis and operation as discussed in the preceeding four sections of the Handbook. Second, there are some critical things that parents need to have to: (1) prepare them for the changing societal roles for their [handicapped] child; and (2) become informed of the issues related to successful school-to-work transitions so they can serve as advocates for their son or daughter. Thus, we suggest that their knowledge will increase if you provide parent/guardian training in the following areas:

- Employment capabilities of individuals with severe disabilities through use of the supported employment model
- Roles of different agencies in the school-to-work transition process
- Development and implementation of the Individualized Transition Plan (ITP) as part of the Individualized Education Plan (IEP)
- Effects of wages on Social Security benefits

- Components of quality school employment training programs
- Array of supported employment options that are or should be available in the community

Third, there are some things that parents can do to facilitate a successful transition for their son or daughter. The more important of these include (Thoon and Beale, 1986):

- Take part in IEP/ITP development.
- Support the school's effort to provide for training.
- Make sure that vocational training is a part of the student's IEP/ITP.
- Help identify employment and living opportunities in the community.
- Help identify the student's needs and interests.
- Work on social and independent living skills at home.
- Join advocacy groups.
- Encourage the student's participation in community activities.
- Ask questions.

Parents come into the IEP/ITP process with different levels of awareness. Thus, you might want to use the "Parental Needs Assessment" contained in Table 23 to determine their need for updating or training.

Refer to Table 23

B. School-Based Vocational Training

A second consistent finding of the ESU #9 longitudinal program evaluation is that hours of vocational training received in schools predict job success, and that those students with the most hours have the more successful job outcomes as measured by wages, hours worked and yearly income. The material presented in this sub-section emphasizes the importance of long-term planning for the student's transition into employment, and the critical role that active on-the-job experiences have upon the student's successful employment. Four aspects of school-based vocational programs will be discussed including: (1) program principles; (2) curriculum goals; (3) vocational preparation activites; and (4) career education competencies. Each is discussed on

Table 23

PARENTAL NEEDS ASSESSMENT[a]

Directions: Please read the statements and mark yes, no, or not sure.

		Yes	No	Not sure
1.	I know what the term "transition" means	___	___	___
2.	I know what services are available to provide my daughter with vocational training after graduation and how to obtain them.	___	___	___
3.	I know what programs are available to provide residential services to my daughter after graduation and how to obtain them	___	___	___
4.	I understand the role that Vocational Rehabilitation plays in vocational planning for my daughter and how to obtain their services.	___	___	___
5.	I know what a sheltered workshop or work activity center does.	___	___	___
6.	I know about SSI and Medicaid and the effect of my daughter's employment on payments.	___	___	___
7.	I know about post-secondary training options available for my daughter.	___	___	___
8.	I understand the type of vocational training my daughter is currently receiving.	___	___	___
9.	I know what the long-term vocational goals are for my daughter.	___	___	___
10.	I understand the role of the Department of Human Services in providing assistance to my daughter following graduation.	___	___	___
11.	If my daughter needs assistance in getting a job, or applying to a trade school or college, I know whom to contact.	___	___	___

[a] Adapted from Struck (1987)

subsequent pages with additional literature references for those readers wanting more information.

1. Program principles. Throughout the Handbook, a number of program principles have been enumerated. These are summarized in Table 24. Their importance is that they reflect the current movement towards integrated employment, and thus represent programmatic goals for the employment component of the student's IEP/ITP.

Refer to Table 24

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2. Curriculum Goals.. Curriculum goals change as one begins to focus on transitioning into the world of career exploration, Job Training and [supported] employment. In an excellent discussion of appropriate curriculum goals for the 1990s and beyond, Wilcox et al (1985) suggest the following as basic vocational goals for handicapped students:

- Learning actual appropriate work behaviors that are completed in a work setting rather than in a classroom work simulation.

Table 24

Employment Related Program Principles[a]

Employment Preparation

Sample and track vocational alternatives
Select and track a job representative (job training)
Use job exploration as employment preparation
Place in a paid, supported job

Developing Work Training Opportunities In The Community:

Job training sites should sample job clusters represented in the local economy

Job training sites should sample training/support formats

Job training sites should require a range of work support behaviors

Training sites should sample employer motivation

Training sites should make realistic work demands

Assessment and Individual Program Planning

Review student's work training history to date

Review available work training sites

Select a training opportunity that expands the student's repertoire

Identify performance adaptations or other logical supports

Write goals and objectives

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[a] Adapted from Wilcox, McDonnell, Bellamy and Rose (1988)

- Developing work-support behaviors including getting along with their coworkers, controlling their behavior, spending appropriate time on the task, being punctual and following instructions (Greenspan & Shoulty, 1981).
- Allowing students to choose among jobs in the community.
- Developing a sufficient breadth of skills to ensure job mobility.
- Placement in a paying job. (This is a prerequisite to participation in supported employment.)

3. Vocational preparation activites. Career education has been a national education priority ever since 1974 when the U.S. Office of Career Education was established. This and subsequent initiatives and Public Laws (Wehman et al., 1988) underscore the belief that students with handicapping conditions need systematic and longitudinal training in developing work related and independent community living skills.

The career education approach typically resolves around levels of skill development that occur at the

primary, middle and high school levels (Brolin, 1982). Table 25 summarizes these skills and the points during

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Refer to Table 25

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the school years at which the student with disabilities is most responsive to training for the skills.

4. Career education competencies. Another important contribution of the career education movement has been the development of curriculum packages that underscore the importance of teaching both job skills and other skills related to living and community access/integration. A listing of these competencies is found in Table 26.

Refer to Table 26

C. On-The-Job Training and Feedback

The previous sub-section discussed the importance of providing students with real jobs for training and employment purposes. This sub-section expands on this

Table 25

Vocational Preparation Activities For Students With Disabilities[a]

Elementary Level (Career Awareness)

Include vocational training in the student's IEP along with self-care and independent living skills (when appropriate), functional academics and social skills that are needed in the workplace

Emphasize the importance and rewards of work, and create opportunities for students to see, learn about and practice different vocations.

Middle Level (Career Exploration and Preparation)

Continue training in life domains including training general work habits and neatness, promptness responding to suggestions, problem solving and social skills.

Continue to get students into the community for training in all curriculum areas.

Begin the ITP process, focusing on real job placements and interagency/intersector agreements.

High School Level (Career Preparation and Job Placement)

Develop the transition team and implement fully the student's ITP (see Part IV).

Provide daily training in community job sites that are realistic long-term job possibilities for the students.

Provide on-going job support.

Prepare job placement files with references, description of acquired skills and work history.

[a] Adapted from Wehman *et al*, (1988, pages 134-135).

Table 26

Career Education Competencies[a]

Daily Living Skills

Managing family finances:

- Identify currency values and make correct change
- Obtain and use bank and credit facilities

Selecting, managing, and maintaining a home:

- Select adequate housing
- Use basic appliances and tools

Caring for personal needs;

- Dress appropriately
- Exhibit proper grooming and hygiene

Buying and preparing food:

- Demonstrate appropriate eating skills

Buying and caring for clothing

Engaging in civic activities

Utilizing recreation and leisure facilities:

- Participate actively in group activities
- Be familiar with community events and available community resources

Getting around the community (mobility):

- Demonstrate knowledge of traffic rules and safety practices

Personal-Social Skills

Achieving self-awareness of appearance and behavior:

- Attain a sense of physical coordination

Table 26 (continued)

Personal-Social Skills Continued

Acquiring self-confidence:

Express feeling of self-worth
Accept praise
Accept criticism

Achieving socially responsible behavior:

Know proper behavior in public places

Maintaining good interpersonal skills:

Know how to listen and respond
Know how to make and maintain friendships

Achieving independence

Achieving problem-solving skills

Communicating adequately with others:

Recognize emergency situations

Occupational Skills

Knowing and exploring occupational possibilities:

Identify the personal values met through work
Identify the remunerative aspects of work

Exhibiting appropriate work habits and behaviors:

Follow directions
Work with others
Work at a satisfactory rate
Accept supervision
Recognize the importance of regular attendance and punctuality
Meet demands of quality work
Demonstrate occupational safety

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[a] Adapted from Brolin (1982, p. 270)

notion and discusses three critical components of that training, including quality considerations, the emerging staff position referred to as a job coach, and the importance of supervisor evaluations and feedback.

1. Quality considerations. Persons should be sensitive to the qualitative aspects of a job into which a student with disabilities is placed. For example, quality in the creation of job opportunities is reflected in the number and variety of available jobs, types of jobs developed and their location near the person's home, and the income potential of those jobs. Each of these quality considerations and accomplishments has a similar array of possible quality features as shown in Table 27. These features can be

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Refer to Table 27

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organized by distinguishing between inputs, processes and outcomes as dimensions of quality in service programs.

Table 27

THE QUALITY CONSIDERATIONS OF A JOB[a]

	Features / Processes				
Dimensions	Create Opportunity	Perform Work	Ensure Integration	Provide Support	Manage Organization
Inputs	Nature of local economy and labor market	Staff skills	Integrated Job Sites	Level of disability of employees	Cost of start-up and operations Management resources
Processes	Marketing procedures	Engineering and training procedures	Opportunity analysis, training and support procedures	Individual planning and support procedures	Management system and procedures
Outcomes	Number, type and earning potential of jobs	Total compensation received	Range of social networks	Job retention Job Promotion	Benefit-cost analysis

[a] Adapted from Bellamy et al. (1988, p. 117)

- Input dimensions: Consists of the resources and constraints of the program and includes level of funding, staff characteristics, features of the community, and the needs of the students served.
- Process dimensions: Refers to the actual performance of the organization and includes the training and behavioral change procedures used by the program, recordkeeping systems and management characteristics.
- Outcome dimensions: Reflects the benefits which the student enjoys as a result of program participation and includes income level achieved, skills developed, and level of community integration.

2. Job Coach. The movement towards integrated jobs and supported employment for students with disabilities has resulted in the perceived need to train [vocational] personnel who can both represent and train students on the job. The name most often associated with this new position is the "job coach" whose primary roles and responsibilities are outlined in Table 28.

Refer to Table 28

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3. Supervisor evaluation and feedback. The critical role that a student's supervisor plays in successful long-term employment is obvious. To help facilitate this process for student workers, we have developed the Supervisors Evaluation Form that is presented as Figure 11.

Refer to Figure 11

This form needs to be completed a minimum of twice during each job exploration, training or actual employment experience. This type of information is important for providing ongoing feedback to the student, planning continued vocational training,and assisting the student in making career choices.

D. Ongoing Intersector Support

We have stressed throughout the Handbook that effective transitions for students with disabilities depend upon functional linkages between the school,

Table 28

Job Coach Roles and Responsibilities[a]

1. Job coaches must be able to respond to the unique components of a variety of community-based work settings. Dress codes, behavior, jargon, and the particular "culture" of a worksite vary from company to company.

2. Depending upon the structure of the [supported] work service, job coaches may be responsible for developing the worksites at which the training and employment will occur.

3. Job coaches must be able to capture all the requirements and needs of a particular job; this activity is often called job analysis (see Section III, D). Additionally, for the provision of supported work services, the analysis must include all the related and subtle skills that affect the employee's success in that job.

4. Job coaches might be required to restructure jobs to facilitate the success of a student with severe disabilities. This task requires negotiation with the employer for approval of any restructuing of work routines.

5. Job coaches must possess systematic training skills sufficient to assist students with severe disabilities, including persons with inappropriate behaviors and/or accompanying physical limitations, to perform their identified jobs successfully. These skills must include effective strategies for fading assistance to the least degree possible while maintaining acceptable worker output.

6. Job coaches must be willing to participate actively at the worksite whenever necessary to ensure the meeting of the production criterion, to relieve the worker in emergencies, and to encourage the employee with disabilities to assume gradually increasing job responsibilities.

7. Job coaches must be able to facilitate relationships between the coworkers and supervisors, and the student with disabilities. This activity might well be the most vital one for ensuring lasting success.

Table 28 (continued)

8. Job coaches are expected to implement strategies for the provision of training and support by coworkers and supervisors. Job coaches must strike a balance between the needs of the student with disabilities and the degree of cooperation and assistance available in each individual worksite.

9. Job coaches must provide services on an ongoing basis, for an long as necessary for each assigned worker.

10. Job coaches must be prepared to offer assistance and training for needs and skills outside the worksite such as transportation, financial assistance and resolution of family/personal problems.

11. Job coaches must communicate regularly with the employee and his or her family or residential provider and promote communication between the employer and the person's home. Effective job coaches recognize that a person's work life and life outside work are inextricably connected.

12. Job coaches must be able to "troubleshoot" problems that occur in worksites, such as production problems, the method of performing tasks, relationships with coworkers, boredom, frustration and attendance.

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[a] Adapted from McLoughlin et al. (1987, pages 43-44).

Figure 11

SUPERVISOR'S EVALUATION FORM

Student_____ Date_____

Position_____

Site_____

Evaluator's Name_____

Behaviors and skills considered essential for successful employment are listed below. Please rate the student on the following 7-point scale.

Rate Interpretation

7-Excellent	-exceeds expectations
6-Very Good	-exceeds most expectations
5-Good	-meets expectations
4-Satisfactory	-meets most expectations
3-Fair	-less than adequately meets expectations
2-Poor	-barely meets expectations
1-Unsatisfactory	-clearly does not meet expectations

SOCIAL SKILLS	(circle one)						
1. Grooming and Personal Hygiene: dresses appropriately, clean, neat, eats appropriately.	1	2	3	4	5	6	7
2. Attendance: regular, punctual, calls in when absent	1	2	3	4	5	6	7
3. Communicates with Others Initiates and returns greetings smiles, laughs, talk is not disruptive	1	2	3	4	5	6	7
4. Makes Contact with Supervisor asks questions, seeks help, feedback	1	2	3	4	5	6	7
5. Cooperates with Supervisor-Co-workers: accepts direction, criticism, respects authority	1	2	3	4	5	6	7
6. Uses Break Time Appropriately leaves and returns on time, uses employee break room or area	1	2	3	4	5	6	7

Figure 11 (continued)

VOCATIONAL SKILLS

1.	Produces at an Acceptable Level: completes assigned tasks without prompting, work rate improves with practice, works within time limits	1	2	3	4	5	6	7
2.	Works Continuously: stays on task, not easily distracted, keeps busy, finds work to do	1	2	3	4	5	6	7
3.	Does Quality Work: is thorough, corrects mistakes	1	2	3	4	5	6	7
4.	Follows Directions: learns job task routine, corrects own mistakes, learns new tasks	1	2	3	4	5	6	7
5.	Observes Safety Precautions/Rules	1	2	3	4	5	6	7

SPECIAL JOB OBJECTIVE(S)

1.	_____	1	2	3	4	5	6	7
2.	_____	1	2	3	4	5	6	7

Project staff/trainers are present

___Too often

___Too little according to student's needs

___An appropriate amount of time

Do project staff in any way interfere with your supervision or plans for the employee?

(a) no (b) yes (if yes, please briefly describe)_____

_____

OTHER COMMENTS:_____

_____

_____

EMPLOYER_____

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adult service agencies and the business community. The importance of intersector agreements and the on-going support provided by them is reflected in recent federal legislation including the Carl Perkins Vocational Education Act (PL 98-524), the Rehabilitation Act Amendment of 1986 (PL 99-506) and the Education of the Handicapped Act Amendments of 1986 (PL 99-457). For example, in section 412 of the Vocational Education Act, interagency and private industry cooperation is supported in the development of:

> ...projects that are examples of successful cooperation between the private and public agencies in vocational education and model projects providing improved access to quality vocational education programs for handicapped individuals...(That) can work together effectively to assist vocational education students to attain the advanced level of skills needed to make the transition from school to productive employment (Federal Register, 1985, Vol. 50,p. 759).

This sub-section of the Handbook reinterates briefly the importance of these interagency and intersector agreements and stresses the need to continue to participate in, and develop further, those agreements whose components were discussed previously in Part III, E.

Insuring the student's long-term placement success is also dependent upon the continued participation by

business. Thus, it is necessary to consider providing and/or reminding businesses of the following benefits that derive from their providng long-term employment opportunities to students with disabilities (Rhodes, Ramsing & Bellamy, 1988):

- the company benefits from having good employees
- hiring people with disabilities benefits community relations
- hiring persons with disabilities enriches a company
- the capability to hire persons with disabilities gives companies an edge in a labor short economy
- business taxes are at least partially effected by the efficiacy of special education program
- employing persons with disabilities improves a company's capacity to respond to goverement regulation

These benefits can be significant incentives for employers and should be used in conjunction with the marketing strategies discussed in Part II, D.

PART VI: EVALUATING OUTCOMES

Special education services are increasingly expected to evaluate their effectiveness as reflected in student-referenced outcomes such as employment and living arrangements. Consistent with the major thrust of the Handbook, this section outlines two evaluation procedures that are important in conducting one's effectiveness regarding employment outcomes. The first procedure is a self-survey that asks you to determine your status on a number of key components of an employment services orientation. Although this survey does not directly involve "client-referenced outcomes", the results of the self-survey significantly determine the potential of your program to generate those outcomes. The second procedure involves collecting longitudinal data regarding employment and living outcomes for special education graduates.

A. Self Survey

Table 29 lists in the left column a number of components and sub-components that reflect the

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Refer to Table 29

Table 29

Self-Survey Regarding An Employment Services Orientation

Component/Sub-Component	Self-Survey		
	Fully Implemented (3)	Partially Implemented (2)	Not Implemented (1)
Creating Opportunities			
Program Philosophy of Employment Services	(3)	(2)	(1)
Job Development: Marketing Survey	(3)	(2)	(1)
Job Development: Marketing Strategies	(3)	(2)	(1)
Interagency Agreements	(3)	(2)	(1)
Intersector Agreements	(3)	(2)	(1)
Transitional Plans	(3)	(2)	(1)
Employment Training: Employee			
Applicant Involvement	(3)	(2)	(1)
Job Match	(3)	(2)	(1)
Job Design	(3)	(2)	(1)
Acquiring Job Skills	(3)	(2)	(1)
Increasing Production Rate	(3)	(2)	(1)
Employment Training: Staff			
Job Coach Operational	(3)	(2)	(1)
Staff Training (Marketing)	(3)	(2)	(1)

Table 29 continued

Maintaining Employment			
Parent Involvement	(3)	(2)	(1)
On-The-Job Training and Feedback	(3)	(2)	(1)
School-Based Vocational Preparation	(3)	(2)	(1)
Evaluating Outcomes			
Integration/Integrator	(3)	(2)	(1)
Labor Market Behaviors (income, benefits)	(3)	(2)	(1)
Long-Term Employment	(3)	(2)	(1)

multi-faceted aspects to the development, implementation and evaluation of an employment services orientation, with specific reference to on the job training leading to successful long-term employment. Adjacent to each component/sub-componet the reader will find three possible answers to use to determine your current status: "fully implemented", "partially implemented: and "not implemented." Although there are no comparison or "passing scores", you can use the results to determine your current program's status and potential to generate the student referenced employment outcomes discussed in the next sub-section.

B. Longitudinal Evaluation Study

Since 1979, ESU #9 has collected data yearly on special education graduates. The specific data sets that we evaluate are listed in Table 30, with the specific data collection format presented in Appendix C. Data from the first five years (1979-1983) are summarized in Schalock et al, (1986); data from1979-1985 in the Final Report of the Transition Grant (available from ESU #9).

Refer to Table 30 and Appendix C

Table 30

Longitudinal Evaluation Study Data Sets

Student Characteristics

Age
IQ (WAIS/WICS Full Sale)
Verified Handicap
Gender
Total Days Absent
Family Involvement

School Variables

Number of Months in Special Education(SPED)
Percent of Time in Resource Room
School Enrollment
Days Absent
Number of Vocational programs Offered by the School
Number of Semester Hours Enrolled in one or more Vocational Programs
Resource Teacher: Total Years' Teaching
Resource Teacher: Number of Endorsements

Outcome Measures

Present Employment Status
Current Living Situation/Environment
Current Primary Source of Income
Employment Data:

1. Average hours per week
2. Average hourly wage
3. Weeks employed per year
4. Number of jobs since graduation
5. Total months employed since graduation
6. Total earnings since graduation
7. Job types
8. Reasons for losing job(s)
9. Degree of Integration

PART VII: GLOSSARY

ADULT SERVICE PROVIDERS

Refers to any agency that provides a service to students upon completion of their high school training.

AGENCY RESOURCE GUIDE

A prepared guide, available in booklet form, to school personnel, parents and students that identify agency resources available in the ESU #9 area.

CAREER ABILITY PLACEMENT SURVEY (CAPS)

Compares student abilities to those abilities required on certain jobs, for vocational assessment.

CAREER DECISION MAKING SYSTEM

Vocational assessment instrument that helps clients discover kinds of jobs they might like, to help them obtain information about these jobs and to help them become aware of the careers available to them.

CAREER OCCUPATION PREFERENCE SYSTEMS (COPS)

Interest inventory for vocational assessments.

CAREER OCCUPATIONAL PREFERENCE SYSTEM (COPS II)

Interest inventory for vocational assessment for slower readers.

CAREER ORIENTATION PLACEMENT AND EVALUATION SURVEY (COPES)

Measures work values for vocational assessment.

CENTRAL COMMUNITY COLLEGE (CCC)

Located in Hastings, NE. This college provides some individual student assessments as well as early entry opportunities.

CURRICULUM MODULES

A series of fourteen modules to assist the resource teacher and/or classroom teacher in planning for vocational needs of students.

DATA SHEET

Refers to the form that provides data for continual evaluating and upgrading of programs and curriculum. Done for the purpose of continuing ESU #9 longitudinal studies on special education students.

D.O. TEACHER

Distributive Occupation teacher available in some secondary schools.

EARLY ENTRY

High school seniors (with special permission juniors) complete one or more classes at an alternate educational setting. (At the present time, this setting is Central Community College in Hastings or Grand Island.)

ENVIRONMENTAL ANALYSIS

Refers to a procedure where a staff member goes into a work or living environment that is to be used by a student to determine the skills he/she must possess to be successful in that environment.

ESU FOLLOW-UP STUDY

This is a study done on an annual basis to provide information for the purpose of continuing the ESU #9 longitudinal study on the special education student.

FIELD TRIP

This is a trip generally outside of the school setting that exposes students to different vocational alternatives.

GENERAL APTITUDE TEST BATTERY (GATB)

Used to measure general apptitude for vocational assessment.

GUEST SPEAKER

A speaker invited into the classroom for the purpose of exposing the students to a variety of vocational alternatives.

GUIDANCE COUNSELOR

Specialized personnel available in most secondary schools trained to assist students in various careers and to provide individual and group counseling.

INDIVIDUAL EDUCATION PLAN (IEP)

Program for individual students mandated by law.

INTEREST INVENTORY

This is an assessment done in a variety of ways that explores various occupations available to students upon completion of their schooling.

INDIVIDUAL TRANSITION PLAN (ITP)

This is an individual plan done to provide long range vocational goals for individual students.

ITP RELATED SERVICE FORM

This is vocational form number 106 completed to fulfill the requirements of the state vocational needs grant. It also assists the resource teacher in identifying all pertinent data about an individual student on a one page form.

JOB EXPLORATION

A 6-9 week unpaid experience on a job site where individual students can learn job related skills. This may result in class credit for the student. A student could have 1-4 job explorations each school year.

ITP TEAM

Group that formulates students transition plan. This would include all persons usually involved in an IEP meeting, plus personnel from agencies that the student might be referred too.

JOB EXPLORATION DATA

This is a form that provides written documentation detailing the job exploration/training experiences individual students have been involved in during a school year.

JOB SHADOWING

Refers to exploring a particular vocation for a short period of time in order to determine if a student's interest is really in that area. (The student follows (shadows) an employee for 1-2 days.)

JOB SITES

Any work environment that trains a student for a specific vocation. This can be located in or out of the school setting.

JOB TRAINING

This is a paid job experience that lasts from 6-9 weeks. This may result in class credit if prior approval has been obtained.

JUDICIAL SERVICES

Services provided, allowed, enforced or set by order of a judge or court.

MENTAL HEALTH SERVICES

Available services that could iclude family, individual and/or group therapy in the mental health area. Refer to Agency Handbook for additional information.

MODIFIED CURRICULUM

Curriculum that is provided for the student that has been altered to meet his/her individual needs and learning style.

MULTIDISCIPLINARY DIAGNOSTIC TEAM (MDT)

This is the team that recommends the verification of a handicapped student.

NATB

Non-readers version of the GATB which is a general apptitude test used for vocational assessment.

NEBRASKA CAREER INFORMATION SYSTEM (NCIS)

Provides information for 117 different education and training programs. Most of these programs offer training related to the described occupations.

NOTICE OF IEP/ITP FORM

This is a form used to give prior written notice to parents concerning a meeting to review and revise their child's Individualized Education Program/Individual Transition Plan.

OUT OF SCHOOL INSTRUCTION

This is instruction done outside of the classroom that helps the student develop independent living and vocational skills for post high school years. It is training in the natural environment.

PARENT

Also means guardian; refers to person legally responsible for the handicapped student.

PARENT SURVEY FORM

Form 103 in this handbook. This form is completed by parents of secondary students annually.

PERSONAL ANALYSIS

Refers to comparing a students skills profile with the environmental requirements and determining the discrepancies between the two.

PICTORIAL INVENTORY OF CAREERS (PIC)

An interest assessment device designed to serve as an alternative or supplement to traditional vocation assessment instruments.

PROOF OF INSURANCE FORM

This is a form used to guarantee that all students involved in Career Awareness Field Trips or Job Exploration/Training activities is covered by medical insurance.

RELEASE OF LIABILITY FORM

This is a form used to insure release of liability of the school district for students job exploration/job training experiences during the school day.

RESOURCE TEACHER

Refers to secondary resource teacher assigned to a given school, endorsed to teach handicapped students.

SOCIAL SERVICES

Agency, Nebraska Department of Social Services. Refer to Agency Handbook for additional information.

STUDENT

Refers to specific handicapped student.

STUDENT COMPETENCY CHECKLIST

A series of competency checklist completed by: 1) Parent; 2) Resource Teacher, 3) Vocational Teacher and 4) Student that identifies generic to all jobs, strengths and weakness of a student.

STUDENT QUESTIONNAIRE

Form 104 in this handbook. This form is completed by the student (with assistance from the resource teacher as needed) yearly.

SUPERVISOR'S EVALUATION FORM

Refers to a form used for monitoring and evaluating a student's performance on a job exploration/job training experience.

TASK ANALYSIS

Refers to taking a specific job and separating the responsibilities involved into their fundamental parts. A step-by-step job description.

TRANSITION LETTER TO PARENTS

This is a letter used to give parents information concerning the transition plan process.

VOCATIONAL SKILLS PROFILE

This is an assessment tool used primarily for the moderate to severely handicapped students to determine strengths and weaknesses in the vocational area.

VOCATIONAL TEACHER

Refers to any teacher who provides vocational instruction.

VALPAR

Work samples that measure a person's visual discrimination, gross body function, coordination and precision tools. This is a vocational assessment instrument.

WIDE RANGE INTEREST OPINION TEST (WRIOT)

Interest inventory for non-readers; used for vocational assessments.

PART VIII: REFERENCES

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APPENDIX A

Key Elements of Transition

Appendix A

Key Elements of Transition:

School Program As A Foundation:

- systematic vocational training throughout middle and secondary school years
- emphasis on career education, job exploration and job training; require career education component in each student's IEP
- community based instruction in a variety of future environments
- collaboration between vocational education/special education
- assessment plan
    - interest inventories
    - vocational assessment - formal and informal tests, on the job assessment - current profile of student abilities
    - determine skills needed for next environment
    - analyze job and independent living requirments

Parent/Student Input:

- parent participation and early involvement is essential
- survey parent and student expectations
- establish parent information and support groups
- training parents and students to access adult service providers

Interagency Collaboration

- personnel from multiple disciplines and adult or community service delivery systems must participate (senders and receivers participating in ongoing joint planning process)

- establish methods for information exchange and joint agency planning at local level to develop ongoing post secondary support services

- goal is to share resources and avoid duplication of services

- role and services may be restructured within each agency in order to meet jointly defined common transition support goals

Individualized Program Plan:

- process should be individualized, planned, systematic with specific outcomes in mind

- as part of the IEP, transition planning should begin several years before student leaves school

- ITP should include living arrangements, social skills, leisure activities as well as employment (e.g. life style planning process)

- ITP should be comprehnsive, (e.g. preparatory experience in all life spaces)

- involves parents, guardians

- includes personnel representing possible future environments

- plan itself should contain:

    - objectives, activities, personnel responsible
    - skills of student, skills needed in next environment = areas of mismatch which become goals
    - instruction in a variety of future environments

APPENDIX B

Release of Liability Form

Proof of Insurance Form

ESU NO. 9
State of Nebraska

EDUCATIONAL SERVICE UNIT NO. 9
Serving Adams, Clay, Hamilton, Southern Hall, Nuckolls & Webster Counties
1117 E. South Street, P.O. Box 2047, Hastings, Nebraska 68901 - 2047
Phone (402) 463-5611

GIL FEIS • ADMINISTRATOR

_____SCHOOL DISTRICT

SUMMARY OF RELEASE OF LIABILITY FOR SPECIAL EDUCATION VOCATIONAL/JOB TRAINING AND PLACEMENT

Dear _____:

The purpose of this letter is to provide you with a summary of the basic points which pertain to the release of liability involved in the vocational training portion of your son's/daughter's I.E.P. It is our intention that you have a clear understanding of the release forms you will be requested to sign. Therefore, when the Resource Teacher carries out the vocational training part of your son's/daughter's I.E.P. through job placement training, please be aware of the following:

1. The school district and/or its agents who provide services to the district by contract, will make every reasonable effort to place your son/daughter in a "safe work environment", however, there could be circumstances we are not aware of which could pose a potential work safety hazard.

2. Your district's Resource Teacher will place students in job sites that are covered by Worker's Compensation, however, we cannot guarantee the Worker's Compensation at the job site will always be in full force and effect.

3. Worker's Compensation will not be available if your son/daughter is placed on a non paid job training site. In that case, your own liability or health insurance should cover any difference in coverage the employer may have. You should check your policy to determine that you are covered and the extent of the coverage.

4. The school district and/or its agents who provide services to the district by contract does not intend to relieve staff of any liability under applicable laws pertaining to service units, however, please remember that circumstances can arise that are beyond our control. It is necessary to assure yourselves that you have (or get) the appropriate insurance coverage and protection so that the staff can provide the proper vocational education services for your son/daughter.

Thank you for your cooperation.

Sincerely,

Barb Elliott

Barb Elliott, Director
Special Education Services

/ksg
Attachment(s)
1986 / Voc. 107

INSTRUCTIONS FOR COMPLETING THE DISCLOSURE AND RELEASE OF LIABILITY FORMS

Based on the recommendation of the Educational Service Unit #9 Attorney, we authorized him to draft a Disclosure and Acknowledgement of Disclosure statement which described to the parent/guardian the policy the school district and/or its agents who provide services to the district by contract follows when placing students in vocational job sites. To verify that the Unit has informed you of the policy, it will be necessary for you to sign the Acknowledgement of Disclosure form and return it to the Unit.

The Unit Attorney has also prepared a Release of Liability form which releases the Unit from liability for accidents on the job site excepting those that could be determined to be caused by negligence on the part of the school district and/or its agents who provide services to the district by contract. It will also be necessary for you to sign this document and return it to the Resource Teacher, who will return it to the Unit office. This document must also be notarized. If you so desire, we will have it notarized at Unit #9 since several of our secretaries are notary publics. You can either send it to the teacher or bring it to the Unit in person. There is no cost for the notary service. If you desire, you may also take the Release document to a notary public of your choice.

DISCLOSURE AND ACKNOWLEDGEMENT OF DISCLOSURE

TO: Parent Or Parents Or Legal Guardian Of Students Involved In Vocational Training Programs

We herewith on behalf of the school district and/or its agents who provide services to the district by contract take this opportunity to inform you of several matters which we believe as a parent or legal guardian of a student involved in a vocational training program developed in whole or part by the school district and/or its agents who provide services to the district by contract, that you ought to be aware of. As you may well understand, it would be impossible within the realm of practicality for employees of the school district and/or its agents who provide services to the district by contract to go to the working place of each student involved in a vocational training program developed by the school district and/or its agents who provide services to the district by contract whether in whole or in part, in order to supervise the work place for each such student and in order to generally supervise the activities of the owners or managers of each such place of business. We, of course, make every reasonable attempt to assure that the student is placed into a working environment which is safe and reasonable given the level of understanding, education, and maturity of each such student and we make our best professional judgements toward the end of avoiding the placement of any student in a working environment which would in our judgement appear to be unsafe. However, because it is impossible for us to supervise or manage each of such working situations, we take this opportunity to disclose that fact to you so that you may understand that once you have agreed to a placement of your son or daughter in a working environment, that there are a number of things which become beyond the control of the school district and/or its agents who provide services to the district by contract. While we attempt to satisfy ourselves that the working environments are generally safe, there may be dangers in any working environment which simply cannot be foreseen by us and we would encourage you to inform yourself in every way of the working environment located for your son or daughter so that you may likewise feel confident that such a working environment is a safe working environment.

Generally speaking, any employer who hires anyone for compensation is covered by the Worker's Compensation Act. Should an unfortunate happening such as an injury to your son or daughter occur, your only relief for any medical expenditures or injuries may be through the Worker's Compensation Program. While we make reasonable efforts to assure ourselves that each prospective employer who takes a student for vocational placement is covered by Worker's Compensation insurance we have no way of guaranteeing that such insurance will remain at all relevant times in full force and effect. We would, therefore, encourage you to assure yourselves if you wish that your son or daughter is employed in insured premises. You may also wish to check with your own insurance carriers to see what sorts of insurance that you presently have or may obtain that would cover any possible lapses in coverage in the event an employer failed to maintain a policy of Worker's Compensation. You should also be aware of the fact that some of the employment opportunities are not for pay type of opportunities. We assist in arranging opportunities where a student may participate for several weeks in a job setting to determine whether the student's skills and aptitudes and interests would warrant pursuing a job of a comparable nature to the one to which that student is

being exposed on a short-term trial basis. A number of those employment observation opportunities are not for pay, and under such circumstances, the employer would not be providing Worker's Compensation insurance in all probability. If your student is in such a placement or a series of placements, you should assure yourself that any liability or health insurance which you have would extend to such a circumstance.

You should, likewise, be aware as is indicated in the release form which we have presented to you for your signature, that we simply cannot be responsible for circumstances beyond our control. In that we will not be in the working place on a daily basis, should an injury occur at the working place, we would wish you to know that unless we were in fact directly involved in some act of negligence, we would not consider ourselves to be legally responsible for any injury or loss or damage that your son or daughter may experience.

We do not wish to paint a negative picture of the workplace environment but in order that your son or daughter be properly protected from any mishap and in order that any losses which might occur can be properly provided for, we wish to fully inform you of that fact so that if you for any reason do not wish your son or daughter to have the opportunity to be in a vocational training program, that you would indicate that to us in order that you in no manner be misled as to who might be responsible if the unfortunate should occur.

We do not in any way intend to relieve ourselves of any liability which is rightfully ours under applicable laws pertaining to school districts and/or its agents who provide services to the district by contract. We do, however, wish to inform you that there are certain circumstances beyond our control so that you may do the necessary to assure yourselves that you have the appropriate insurance coverages, and protections and information necessary to assist us in providing all the proper services for your student.

Will you be so kind as to sign this document on the space provided below and return the original to us and retain the enclosed photocopy of this instrument for your own files? A self-addressed, stamped envelope has been provided for your convenience or you may feel free to return the signed original to us in person. If you have any questions concerning this matter, please feel free to call us at your convenience.

Best regards.

Sincerely,

Administrator

Parent or Guardian

Date of Signature

/ksg
1986

RELEASE OF LIABILITY

The undersigned being either parent or legal guardian of a student involved in vocational training either in whole or in part under the auspices of the school district and/or its agents who provide services to the district, its officers, agents and members of its Board of Governance, or anyone operating under the sole direction and authority of the school district and/or its agents who provide services to the district by contract for any loss, damage, accident, injury, or claim or cause or causes of action of whatsoever nature and kind which may occur to any student for whom the undersigned is either parent or legal guardian, provided that any such damage, loss, accident, claim, or cause or causes of action did not occur as a result of any direct act or omission of the school district or its agents, employees, members of its Board of Governance, or anyone acting under the sole supervision of duly authorized designees of the said school district. The undersigned herewith specifically releases the school district or its agents, employees, members of its Board of Governance or its designess or anyone operating under its sole direction from any injuries which may occur to any student for whom the undersigned is parent or legal guardian, during the course and scope of any paid employment pursuant to any vocational training plan unless the school district or its agents, employees, members of its Board of Governance, or anyone designated and acting under the sole authority of the school district shall by the negligence of any such person cause any loss, damage or injury to any such student in any such vocational training programs through negligence, and the school district and/or its agents who provide services to the district by contract shall in no manner be responsible for any consequences of any negligent act caused by anyone not an agent, employee, member of the Board of Governance, or other person operating directly under the sole direction of the school district. The undersigned herewith specifically acknowledges that paid employment is a part of a program developed in whole or in part by the school district and/or its agents who provide services to the district by contract for the educational benefit of the student of the undersigned and that during working hours, the working conditions and the safety of any student for whom the undersigned is parent or guardian is beyond the reasonable control of the school district or its agents, employees, Board of Governance or any party operating under the auspices and authority of the school district. The undersigned herewith authorizes the placement of such student for which the undersigned is either parent or legal guardian in such a vocational placement and herewith acknowledges release of liability as herein contained as a reasonable exercise on behalf of the undersigned to accommodate the best educative interests of the child of the undersigned to participate in a vocational training program.

This Release of Liability when signed by the parent or legal guardian of any student involved in a vocational training program shall be operable to the same extent and degree whether such student receives wage or salary or compensation of any kind for his or her work efforts in such vocational training program as it is for any student who does not receive a salary or any means of compensation for such work efforts. The affixing of the signature by the undersigned to this Release of Liability indicates acknowledgement of the undersigned of information that not all job

placements in the vocational training program carry with them compensation in the form of wages or salary or otherwise. The undersigned hereunto acknowledges that this Release of Liability is given despite the fact that if a child or ward of the undersigned is in a non-compensated vocational position, that Worker's Compensation insurance may not be available.

DATED this_____day of_____, 19____.

_____
Parent or Legal Guardian

Of_____

On the _____day of_____, 19____,_____,
to me personally known, appeared before me and acknowledged the affixing of his/her signature on the above and foregoing Release of Liability to be his/her voluntary act and deed.

SUBSCRIBED to and sworn to before me this ____day of

_____, 19___.

_____
Notary Public

APPENDIX B

Dear Parents:

Students enrolled in the Special Education program may be scheduled, with parent permission, to participate in Career Awareness Field Trips, or Job Exploration/Training Activities as outlined in the Individualized Transition Plan.

All students participating in these activities must have proof of medical insurance that provides accident coverage which may be through the family medical policy or purchased through the school districts non-athletic insurance program.

Before your son/daughter will be allowed to participate in these activities you must complete the bottom portion of this letter and return to me.

Thank you for your cooperation.

_____
Resource Teacher

_____ is covered by insurance policy
Student's Name

_____ Number _____
Name of Group/Family Medical Insurance

_____ Date _____
Parent or Guardian Signature

_____ is covered by a student
Student's Name

insurance policy number _____.

_____ Date _____
Parent or Guardian Signature

Rev. 1/88
1988

APPENDIX C

OSU Follow-up Study: Effective Transitional Data Sets

APPENDIX C

OSU FOLLOW-UP STUDY

COOPERATIVE TRANSITIONAL DATA SETS

DATA SET	CODING
1. Name _____ School District _____	1. Subject Number
2. Age _____	2. Actual Data
3. Full Scale IQ _____	3. Actual Data
4. Verified Handicap (circle)	4. Code:
(1) Verified SLD	(1) = SLD
(2) Verified EMH	(2) = EMH
(3) Verified MR (TMR or MR)	(3) = MR
(4) Verified BI	(4) = BI
5. Gender (circle Male or Female)	5. 1 = Male 2 = Female
6. Days Absent for Last Two Years: _____	6. Actual Number of Days
7. Family Involvement (circle)	7. Code:
(3) High Family Involvement: (Parent attends OSU IEP's, annual reviews, related meetings and/or assumes active role in meetings student with vocational plans/needs, i.e. job placement, etc.)	(3) = High
(2) Moderate Family Involvement: (some of the above, but not all)	(2) = Moderate
(1) Low Family Involvement: (Parents show little interest in student's OSU program and/or vocational training or placement)	(1) = Low
8. Number of Months in OSU _____ (Last 2 years)	8. Actual Months
9. Percent of time in Resource Room during last two years. _____	9. Percent
10. School enrollment _____	10. Record in Hundreds (1200=12; 650=6.5)

DATA SET	CODING
11. Number of Vocational Programs offered by School_____ Examples: - Industrial Arts - Vocational Education - Diversified Occupations - Home Economics - Vocational Agriculture	11. Actual Number
12. Total semester hours signed up for in vocational programs during junior and senior years_____	12. Total number of hours
13. Resource Teacher: Total number of years in teaching_____	13. Total number of years
14. Resource Teacher: Number of endorsements and certificates_____	14. Total number of endorsements
15. County: Current Unemployment Rate (Percentage)_____	15. Percent from Dept of Labor
16. Present Employment Status (circle only one)	16. Code:
(1) Employed - Full Time	(1) = Employed-FT
(2) Employed - Part Time	(2) = Employed-PT
(3) School (Technical/State College)	(3) = In School
(4) CBMR (Community Based Mental Retard. Program)	(4) = In CBMR Program
(5) Other (Specify)_____	(5) = Other
(6) Unemployed	(6) = Unemployed
17. Current Living Arrangement (Circle only one)	17. Code:
(3) Independent (apartment, house)	(3) = Independent, Apt
(2) Semi-Independent (staff-supported apartment or college dorm)	(2) = Semi
(1) Supervised (home or group home)	(1) = Supervised
CURRENT PRIMARY SOURCE OF INCOME (Circle all that apply)	
18. Personal Income (wages earned)	18. 1/0
19. Parents (including relatives, husband)	19. 1/0
20. Public (includes SSI, SSA, AABD)	20. 1/0

DATA SET	CODING
EMPLOYMENT DATA (for last 12 months)	
21. Number of weeks employed_____	21. Number of weeks
22. Average number of hours worked per week_____	22. Average hours worked per week
23. Average Hourly Wage_____	23. Average hourly wage
24. Yearly Salary (#12 x 22 x 23)	24. Product of 21 x 22 x 23 divided by 100 (e.g. 7500÷7.5)
25. Current Type of Jobs (Circle only one)	25. a. Code Actual Number (1-14) if employed
(1) Farm	b. Code = 0 if employed
(2) Agricultural Services	
(3) Mining	
(4) Construction	
(5) Manufacturing: non-durable goods	
(6) Manufacturing: durable goods	
(7) Transportation and Public Utilities	
(8) Wholesale Trade	
(9) Retail Trade	
(10) Finance, Insurance, and Real Estate	
(11) Services	
(12) Federal Government, Civilian	
(13) Federal Government, Military	
(14) State and Local Government	
BENEFITS:	
26. Medical Insurance	26. - 32. Code 1/0 for each 1 = has the benefit 0 = doesn't have the benefit
27. Unemployment Insurance	
28. Sick Leave	
29. Vacation	
30. Profit Sharing	
31. FICA	

DATA SET	CODING
33. Primary Reason for Termination (Circle only one) (1) Too Slow (2) Employer went out of business (3) Quit (4) No Transportation (5) Voluntary change of job (6) Laid off (7) Other (specify)	33. Code only 1 reason Code 1 if "too slow" Code 3 if "quit" etc.
34. Year Graduated (circle) (1) 1979 (6) 1984 (11) 1989 (2) 1980 (7) 1985 (12) 1990 (3) 1981 (8) 1986 (13) 1991 (4) 1982 (9) 1987 (14) 1992 (5) 1983 (10) 1988 (15) 1993	34. Code 1-15
35. Last Year Contacted (circle) (1) 1984 (6) 1989 (2) 1985 (7) 1990 (3) 1986 (8) 1991 (4) 1987 (9) 1992 (5) 1988 (10) 1993	35. Code 1-10